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ABSTRACT

This selective abstract bibliography cites 130 recent ERIC documents which describe various approaches to the preparation of teachers of young children. Entries included are from "Research in Education" (RIE), July 1972 through July 1974, and from "Current Index to Journals in Education" (CIJE), December 1973 through August 1974. Descriptor terms used to search "RIE" and "CIJE" were: Teacher Education, Teacher Education Curriculum, Inservice Teacher Education, Teacher Workshops, and Performance Based Teacher Education. The bibliography is divided into three sections: (1) Preschool and Early Childhood; (2) Elementary School; and (3) Elementary School Inservice Training. (SDH)

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EDUCATION PRESCHOOL AND ELEMENTARY TEACHERS: AN ABSTRACT BIBLIOGRAPHY

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EDUCATION PRESCHOOL AND ELEMENTARY TEACHERS: AN ABSTRACT BIBLIOGRAPHY

This selective bibliography cites recent ERIC documents describing various approaches to the preparation of teachers of young children. Documents describing curriculum for subject specialties such as reading and mathematics were omitted. Entries included are from Research in Education (RIE), July 1972 through July 1974, and from Current Index to Journals in Education (CIJE), December 1973 through August 1974.

Descriptor (index) terms used to search RIE and CIJE were: Teacher Education, Teacher Education Curriculum, Inservice Teacher Education, Teacher Workshops, and Performance Based Teacher Education.

For convenience, the bibliography has been divided into three sections: (1) Preschool and Early Childhood; (2) Elementary School; and (3) Elementary School Inservice Training.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title from RIE.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked Microfiche only. (See ordering directions in the back of this publication.) If a publication is also available directly from other sources, availability information is listed below the abstract.

A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation. Articles cited from CIJE are available only in the journals as listed.

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EDUCATION PRESCHOOL AND ELEMENTARY TEACHERS:

AN ABSTRACT BIBLIOGRAPHY

1. Preschool and Early Childhood

References from Research in Education (RIE)

1. Baker, Katherine Read, Ed. Ideas That Work with Young Children. 1972, 236p. ED 087 536.

Document not available from EDRS.

Centers of Interest; *Child Development; *Early Childhood Education; Educational Environment; Elementary School Counseling; Environmental Influences; Language Development; Multimedia Instruction; *Parent Child Relationship; Reading Readiness; Sex Education; *Teacher Education; *Teacher Influence; Teaching Methods

Most of the articles in this book were selected because they offer something of immediate practical value to those engaged in work with young children. Written by teachers who describe their own experiences with children and parents, the articles originally appeared in the periodical "Young Children." The present volume is divided into the following categories: (1) Understanding Children: Understanding Teaching, (2) Setting Up a Learning Environment, (3) Language Experiences, (4) The Program in Centers for Young Children, (5) Areas of Special Challenge for the Teachers, (6) Parents and Teachers Work Together, and (7) Consulting with People in Other Professions Increases Understanding.

Availability: Publications Department, National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 ($3.00, paper)

2. Blumenfeld, Harry; Schwimmer, Barbara. The Challenge of Day Care in the Seventies: One Agency's Response. 1973, 22p. ED 087 532.

Community Consultant Programs; Cultural Awareness; *Day Care Services; *Mental Health Programs; Parent Attitudes; *Parent Participation; Relevance (Education); Religious Agencies; Stereotypes; *Teacher Education

The Jewish Board of Guardians, in collaboration with the Agency for Child Development, developed a program to respond to the complex mental health concerns of children in day care, their families and the communities in which they live. The program includes on-site consultation, staff development sessions and

paraprofessional training. In this paper, the following critical issues in program development are explored: (1) The drive by consumers for participation in the decision making process, (2) Parental pressures for early acquisition of cognitive skills, (3) Credentialling in the field of human services and the provision of alternative educational routes for new professionals, and (4) The relevancy of child development and sociological theories. An assertion is made that a professional white mental health agency with a knowledge of child growth and development growing out of years of practice and research has a significant contribution to make to institutions that serve minority children and their families.

3. Brottman, Marvin A. A Model for Preschool-Primary Teacher Education. 1971, 22p. ED 069 605.

*Curriculum Development; Models; *Primary Education; *Program Content; Program Effectiveness; Program Evaluation; *Teacher Education; *Teacher Education Curriculum

This document presents a model for preschool-primary teacher education. The first part indicates the rationale for the development and evaluation of teacher education programs emphasizing recruitment and selection procedures, program expectations, and teacher needs. The second part presents program content in relation to certification and determination of content. Finally the training process and program evaluation are discussed in relation to the development and evaluation sequence proposed and assigned to the psycho-social model of teacher education. The model chart and a 24-item bibliography are included.

4. Burke-Merkle, Ann M.; And Others. Logical Operations Instruction in the Preschool. Interim Progress Report - Hatch Research Project 142-1769, March, 1973. 1973, 80p. ED 078 912.

Child Development; Cognitive Development; *Curriculum Development; Curriculum Guides; Instructional Materials; *Learning Theories; *Preschool Education; *Preschool Teachers; *Teacher Education; Technical Reports

The original task of this project, the development of a preschool curriculum based on Piagetian theory, was broadened to include the development of a teacher training program supporting the curriculum. During the first year of the project the following has been accomplished: (1) a coded card file of approximately 100 curriculum-specific small-group activities for children involving Piagetian concepts have been produced; (2) a list of

approximately 100 conversation topics designed to challenge young children's thinking has been completed; (3) 28 weeks of daily curriculum plans for free play experience for young children in the areas of science, art, music, literature, dramatic play, and small and large manipulative skills have been completed; (4) a teacher training program for teachers who will be working in a Piagetian classroom has been designed and implemented; (5) supplementary materials dealing with methods and techniques implied by Piagetian theory were developed to supplement text materials; (6) a 72-hour intensive workshop for preschool teachers was designed and successfully conducted; (7) a battery of tasks designed to evaluate the developmental changes associated with the Piagetian curriculum was developed and refined; and (8) a procedure to train testers to administer and score the task battery was designed and implemented.

5. Byers, Libby; Halpern, Betty. Proposal for an External Degree Program Master of Arts in Education (Concentration in Early Childhood and Special Education). 1973, 21p. ED 083 208.

*Degrees (Titles); *Masters Degrees; *Program Descriptions; *Teacher Education

This program was written by faculty at California State College, Sonoma, and is now in its second semester with 79 students enrolled. Admission requirements are a baccalaureate and a teaching position (paid or volunteer) with young children. Seminars are held in the local communities and coursework assignments are individually arranged to fulfill goals that are mutually determined by the classroom teacher and the college faculty. During the summer, students combine conference seminars with field observations of programs other than their own. The possibility of participating in a graduate program in their local community and keeping their jobs makes the program particularly attractive. Interim evaluations indicate that the strength of the program is in its modules of 11 students to each faculty member.

6. C.D.A.: Sample from the Child Development Associate Set of Competencies for the Purpose of Upgrading the Quality of Child Care and Early Education. 21p. ED 078 964.

*Evaluation Techniques; Higher Education; *Performance Based Teacher Education; *Preschool Teachers; *Teacher Evaluation; *Teacher Qualifications; Tests

Performance tasks used to determine if the Child Development Associate (CDA) has mastered the competencies and concepts specified as an expected learning outcome are provided in these samples. The first sample concerns specific competencies involving the learning environment with tasks related to preassessment, behavioral objectives, learning experiences, resources, and proficiency assessment. The next unit is designed to provide the trainee with knowledge of the importance of setting up a classroom into functional areas and the vital tenets of the classroom's composition. The content of this unit covers an introduction, preassessment, behavioral objectives, learning experiences, resources, and proficiency assessment. An evaluation form is provided, which shows a sample profile of a competency rating.

7. A Cooperative Plan to Establish an Early Childhood Center for the Invention, Demonstration, and Evaluation of Innovative Practices in Early Childhood Education. Final Report. 1971, 44p. ED 081 488.

Cognitive Development; Early Childhood Education; *Educational Innovation; Inservice Teacher Education; *Open Education; *Preschool Programs; *Student Teachers; *Teacher Education; Teacher Improvement; Team Teaching

In 1968 an upstate New York School district, acting on behalf of nine school districts, planned and established an Early Childhood Center. This evaluative report of a 2-year demonstration preschool, modeled on the British Infant School, describes the open classroom arrangement and its effect on the center's children, teachers, and student teachers. A major objective of the program was to create an atmosphere in which teachers could experiment without fear of failure, could learn from one another, and promote their own growth. The Center educated student teachers and aides from State universities and colleges. Dissemination services included workshops, courses, conferences, the establishment of a library (whose resources were available to teachers in nine counties), and monthly meetings for parents.

8. Dickson, George E.; And Others. Early Childhood Education and Competency-Based Teacher Education. 1973, 11p. ED 087 761.

*Early Childhood Education; Educational Change; Evaluation Techniques; Individualized Instruction; *Performance Based Teacher Education; Performance Criteria; Systems Approach; Teacher Programs

This document considers the relationships between conpetency-based teacher education (CBTE) and early childhood education (ECE) and examines the implications of these relationships. CBTE is defined as follows: its objective is to specify competencies; it applies systems theory; and it features personalization and individualization, instructional modes and management and evaluation procedures. These components are then viewed from the perspective of ECE and are found to be well in keeping with its ideas (e.g., the stating of goals and objectives in ECE dates back to such pioneers as Froebel and Montessori). It is stated that incorporating the assumptions of ECE and CBTE will result in many major changes in early childhood teacher preparation programs. One of these proposed changes is that students will work with young children throughout the entire program rather than for a few weeks during the student teaching experience. Personnel role changes also, it is stated, will be great to suit the needs of CBTE. The document then reviews some ECE programs that have CBTE implications and cites the Ohio (Toledo) Model (1968) as having been a previous, serious, all-inclusive attempt to wrestle with the problem of educational change.

9. Excellence in Teacher Education. 1973 Distinguished Achievement Awards Program. 1973, 18p. ED 086 665.

Early Childhood Education; *Educational Innovation; Elementary Education; Inservice Education; *Programs; School Community Programs; *Teacher Education

The State University of New York College of Cortland received the 1973 Distinguished Achievement Award for its Project Change, a performance-based early childhood teacher education program. Also cited for distinguished achievement were a) Teachers College of Ball State University, Indiana for an experimental program designed to include laboratory-centered experiences in the training of elementary school teachers; b) Southern Colorado State College for its Teacher Corps program which maximizes interaction among public schools, the college, and the community; c) University of Massachusetts at Amherst for creating a council in the School of Education responsible for policy making, admissions, leadership, administrative coordination, and program internship; and d) Western Washington State College for demonstrating the efficacy of a competency-based teacher education program through a portal school while at the same time enlarging the cognitive and affective capabilities of inner-city elementary school children. The announcement booklet contains brief descriptions of the five award-winning programs and of the eight programs that received recognition certificates. A list of the 1973 entrants concludes the booklet.

10. A Feasibility Study for a Comprehensive Competency-Based Training and Certification System for Child Care Personnel in the Commonwealth of Pennsylvania. Annotated Bibliography. Appendix A. Final Report. 1972, 43p. ED 072 014.

*Annotated Bibliographies; *Day Care Programs; *Day Care Services; Feasibility Studies; *Performance Based Teacher Education; Preschool Teachers; *Teacher Certification; Teacher Education

This 196-item annotated bibliography contains components of a competency-based training and certification system for teachers serving children in Pennsylvania day care programs. It is the appendix of a final report sponsored by the Pennsylvania Department of Public Welfare, Bureau of Child Development. The organizational topics and number of articles under each are: Job Content Data (8), Task Analysis (9), Definition of Competencies, Behavioral Objectives (10), Staffing Patterns (25), Assessment Instruments and Procedures (9), Certification and Licensing (19), Individualized Learning Modules (9), Training Designs (42), Curriculum Development (10), Field-Based Training, Internships (10), Training Techniques (4), Child Care Program Descriptions (20), and other Bibliographic Sources (20).

11. The Flexible Training System: A Training System for Staff of Early Childhood Education Programs. 1973, 201p. ED 087 520.

Class Management; *Early Childhood Education; Educational Programs; Evaluation Techniques; *Inservice Teacher Education; Leadership Training; Learning Laboratories; Management Systems; Occupational Mobility; *Program Descriptions; *Project Training Methods; Systems Analysis; *Teacher Education Curriculum; Teacher Evaluation; Teaching Techniques; Training Techniques

This booklet contains the 1972 and 1973 program and management plans for the Flexible Training System for Teacher Assistants. The program has four primary objectives, each one related to a major problem in early childhood education. Objectives are (1) to develop an educational program that provides a career ladder for low income persons who are currently involved or may become involved in some educational programs for children from ages 3 to 9, (2) to probide an efficient way of training large numbers of persons who will be needed in Head Start and Day Care programs, (3) to upgrade the quality of existing preschool programs by providing inservice training, and (4) to develop a flexible training system

12. Frost, Joe L.; Rowland G. Thomas. Compensatory Programming: The Acid Test of American Education. Issues and Innovations in Education Series. 1971, 150p. ED 066 529
Document not available from EDRS.

*Compensatory Education; Compensatory Education Programs; Early Childhood Education; Early Experience; Economic Disadvantagement; Elementary Education; *Intervention; Mexican Americans; Migrant Child Education; Paraprofessional School Personnel; Preschool Programs; *Program Development; *Program Evaluation; Secondary Education; *Teacher Education

The contents of this book are as follows: Chapter I, "Human Deprivation: Causes and Consequences," examines the following topics: eugenics versus euthenics in school; poverty; Mexican-American poverty in the United States; the American Indian; the Black American; deprivation; and, subjective deprivation. Chapter II, "Infant Learning and Stimulation," includes such topics as research on psychology, the social context of infant stimulation, and parent education programs. Chapter III, "Compensatory Early Childhood Education," contains an analysis of selected examples of compensatory early childhood programs. Chapter IV, "Compensatory Public School Education," contains an analysis of compensatory elementary school programs and an analysis of selected examples of compensatory secondary school programs. Chapter V, "Teaching the Disadvantaged," examines the following topics: programs for teachers of the disadvantaged; research and development centers; auxiliaries; and, teaching the disadvantaged: now and tomorrow. The epilogue reviews the controversial evaluation research on compensatory education, including the two federal surveys and Jenson's work.

Availability: Wm. C. Brown Co., Publishers, 135 S. Locust Street, Dubuque, Iowa ($2.50)

13. Guidelines for CDA Training Programs. 1972, 19p. ED 086 328

*Certification; *Early Childhood Education; Educational Environment; *Educational Objectives; Evaluation; *Guidelines; Individualized Instruction; Performance Based Teacher Education; Self Concept; *Teacher Education

In Child Development Associate (CDA) training programs, training must be individualized according to the level of the new trainee, and include supervised field experience and academic-theoretical background. Objectives of the program are to help trainees develop the following competencies for working with young children: (1) To learn how to set up and maintain a safe, healthy learning environment, (2) To advance physical and intellectual competence, (3)

To build positive self concept and individual strength, (4) To organize and sustain the positive functioning of children and adults in a group in a learning environment, (5) To bring about optimal coordination of home and center child-rearing practices and expectations, and (6) To carry out supplementary responsibilities related to the children's programs. Guidelines concerning length of training, acceptable places of training, acceptable sponsors of trainees, and eligibility-application requirements are presented. Evaluation will be handled by a Consortium, which will work cooperatively with training programs to insure a unified system for preparing CDA's.

14. Halasa, Ofelia; Fleming, Margaret. Child Development Project, Title I Fund (Fund Number 58-3). 1971-1972 Evaluation. 1973, 77p. ED 082 810

Academic Achievement; Ancillary Services; *Compensatory Education Programs; Curriculum; *Disadvantaged Youth; *Inservice Teacher Education; Parent Participation; *Preschool Programs; *Program Evaluation; Readiness (Mental); Self Concept

This evaluation study outlines the needs, rationale, historical background, and operations of the Title I Child Development Project (1965-72). The 1971-72 Project is described and evaluated; implications of key findings are discussed. The major emphasis of the 1971-72 school year focused on staff development through inservice workshops. It is recommended that (1) the project and (2) focus on staff development be continued, (3) there should be an objective systematic classroom schedule to monitor what is happening in the classroom, and (4) teachers' requests to continue to work with teacher consultants should be granted. Appendices list child development centers, tests used in the study, and summaries of teachers' and parents' responses to questionnaires.

15. Hughes, Marie M. Community Components in Teacher Education. 1971, 8p. ED 084 248.

*Child Development; *Community Influence, Community Involvement; Early Childhood Education; Environmental Influences; *Mexican Americans; *Spanish Americans; Spanish Culture; *Teacher Education; Teaching Experience

This document is organized around five broad purposes of the Community Component of the TTT Project in Early Education with suggested

activities for their attainment. The five purposes are as follows: a) developing understanding and empathy for the Spanish-speaking Spanish American and Mexican American: b) identifying the salient environmental factors impinging upon the young: c) understanding the past history and culture of those with Spanish-American and Mexican-American backgrounds, their present-day attitudes, beliefs, and aspirations, and their efforts to realize those aspirations; d) acquiring the tools of community analysis; and e) building with the community a more viable school curriculum. These five purposes are described in detail. Also, from these five purposes are drawn behavioral objectives with analysis of how they are achieved. The main thesis presented is that empathy and understanding, which lead to behavior change, are best acquired through first-hand contact with people one can know, work with overtime, and learn to care about; the second stem of the main thesis is that we are working with young children and that all young children share some needs in common.

16. Katz, Lilian G.; And Others. A Collection of Papers for Teachers. 1974, 53p. ED 088 592

Behavior Rating Scales; *Early Childhood Education; *Inservice Programs; *Inservice Teacher Education; *Models; Programs Development; Teacher Education; Teacher Guidance; Teacher Role

This collection of four papers focuses on selected issues in early childhood education. The first paper "The Advisory Approach to Inservice Training" presents the highlights of a year's experience with the advisory (on-site consultant) approach to the inservice education of elementary school teachers. A major objective of this pilot study was to be able to answer questions about what it is like to be an advisor, what problems arise in the course of using this approach, and how an advisory system should be designed. The second paper, "Developmental Stages of Preschool Teachers" suggests four dimensions of training for preschool teachers: (1) developmental stages of the teacher; (2) training needs of each stage; (3) location of the training; and (4) timing of training. In the third paper, "The Enabling Model for Early Child Programs" the broad dimensions of the Enabler Model have been outlined. Rather than offering a community a predesigned experimental curriculum, the Enabler Model provides regular on-site support and guidance to assist local communities in the formulation and implemenation of their own preschool programs. The last paper, "Condition with Caution", provides a paradigm in terms of phenotype and genotype for this consideration of contrasting explanations of Behavior.

Also available from: Publications Office/I.R.E.C., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 ($1.25, Catalog #105)

17. Katz, Lilian G. Early Childhood Re-Visited. 1972, 29p. ED 088 574

Child Rearing; Disadvantaged Youth; *Early Childhood Education; *Educational Objectives; Open Education; Parent Child Relationship; *Teacher Education; *Teaching Methods

This booklet presents a discussion of some moral and philosophical aspect of issues in early childhood education, beginning with a look at the development of Project Head Start. Current educational research is interpreted and distinctions are made between academic and intellectual goals, between achieving and learning, between performing and teaching, and between excitement and sustained interest. Some principles are suggested for teachers to remember: (1) goals and objectives really count, (2) attend to how children feel, (3) problems in education are also problems in society, (4) support a leader selected because he is competent, (5) identify your own assignment and do it well, (6) when meeting with collegues and leaders, identify the problem to be solved (not the personalities), (7) remember the distinction between selling an idea and teaching, and (8) don't expect quick results. Finally, it's more important to inspire a mother's confidence in her child than to do what is pedagogically proper.

Also available from: The Alabama, Florida, Georgia Early Childhood Teacher Training Project Suite 490, Barnett Bank Building, Tallahassee, Fl. 32302 (Free of charge)

18. Latane, Julie Gatewood. Teaching College Students to Teach Concepts to Young Children. Final Report. 1973, 94p. ED 082 818

College Students; *Concept Formation; *Disadvantaged Youth; Discrimination Learning; Instructional Materials; *Preschool Programs; Reinforcement; *Teacher Education; *Tutoring

This document describes a project which was designed (1) to develop a program to teach concepts to young children, and (2) to pilot test the program using college students as teacher of Appalachian children. The instructional program was composed of a series of visual discrimination problems in which the child must discriminate the correct from the incorrect example of the concept. An

errorless discrimination procedure was combined with positive reinforcement. A preliminary evaluation of the effectiveness of the teaching method and materials was made to determine the feasibility of organizing college students as preschool volunteer tutors. It was concluded that (1) college students were highly motivated and creative teachers, (2) tutors, children, and parents enjoyed participating in the program, and (3) exploratory data indicated that the programs, teaching methods, and evaluation procedures provided a good framework for the teaching program. Appendices include information and materials associated with the learning program, data forms, student evaluation forms, lists of supplementary activities compiled by the tutors, and newspaper articles and communications relevant to the project.

19. Lickona, Thomas; And Others. Project Change: Open Education for Teachers and Children. 1972, 98p. ED 083 140

*Early Childhood Education; Educational Development; *Inservice Teacher Education; *Interdisciplinary Approach; *Open Education; Paraprofessional School Personnel; *Performance Based Teacher Education; Student Porjects; Teacher Programs

Project change is an early childhood (ages 3-9) teacher education program at the State University of New York College at Cortland. Presently supported by U. S. Office of Education funding but guaranteed permanent institutionalization by the college, the project seeks to train effective open classroom teachers in central New York through a master's program that combines performance-based training and open education. As part of a special emphasis on developing teachers as leaders of change in their schools, the program includes a variety of innovative in-service education activities, including the intensive training of 10 professional/ paraprofessional early childhood teams nominated each year by area schools. The program stresses the creation of school-community support systems for change and the development of Cortland College as an open education resource center for public schools in the region. An appendix on coping with individual differences in the classroom is included. The agenda from 3-day workshop entitled "Education: Increasing Alternatives for Teachers and Children" is also presented.

20. Marcello, Lois L. Video Tapes as a Classroom Aid in Teaching Child Development. Final Report. 1972, 6p. ED 077 196

Audiovisual Aids, Instructional Media; Paraprofessional School Personnel; *Post Secondary Education; *Preschool Education; *Teacher Aides; *Teacher Education; Technical Reports; *Video Tape Recordings

Ten one-hour videotapes have been developed to aid in a two-year vocational course in nursery school child care. The goals and production of videotapes on three subjects are described: organization and planning schedules, examples of direct and indirect guidance methods, and preparing materials for children's activities in the nursery school.

21. Napier, Lee. Implementation of a Competency-Based Teacher Education Program. Final Report, Volume I. 1971, 107p. ED 065 657

Course Organization; Early Childhood Education; *Experimental Programs; * Inservice Teacher Education; *Instructional Programs; *Instructional Technology; Negro Students; Pass Fail Grading; *Program Evaluation; Teacher Attitudes; Teacher Evaluation

The purpose of this project was to help implement the change from traditional instructional programs in teacher education at Jackson State College, Mississippi, to programs which are competency-based. Satrting with the faculty and interns of Jackson State College-Hinds County Teacher Corps Program. From July 1970 through July 1971, 36 interns (Black liberal arts graduates), assigned to three school systems in the county, were given eight courses in early childhood education as well as six hours of internship, which will count toward a master's degree; the eight courses were converted to competency-based instruction to extents varying from 50 to 100 percent. When students were requested to evaluate the program, they reacted positively toward competency-based instruction; the majority felt that they were under less pressure, would achieve more, and would receive higher grades. Faculty members also reacted positively and expressed a willingness to use the method in their own classes; but that the traditional grading system would need to be changed to a pass-fail system. All of the faculty members felt that the end-product of such a system better prepared teachers, was worth the effort to overcome such problems as do exist. The initial recommendation was to involve the total teacher education faculty in an effort to implement further competency-based instruction within the Jackson State College Education Program.

22. Natalicio, Diana S.; Williams, Frederick. Oral Language Assessment. 1972, 14p. ED 063 845

Child Language; *Children; Dialect Studies; Early Childhood; Language; Language Research; Linguistic Competence; *Linguistic Performance; Mexican Americans; *Minority Groups; Negroes; Preschool Children; Speech; Standard Spoken Usage; Tables (Data); *Teacher Education; *Test Reliability

This paper reports the attempt to see which characteristics of the speech of Black and Mexican American children would be reliably evaluated by experts specializing in dialect study. Persumably, if selected characteristics were evaluated with consistency and bases for these evaluations were given, such results could serve in training teachers to recognize and deal with language difference in minority group children. Evaluations for both language groups were in terms of judgements concerning language dominance and standard American English comprehension, production, phonology, intonation, inflection, syntax, possible language pathologies, and predictions of reading achievement. In addition, the Mexican American children were evaluated on Spanish comprehension, production phonology, intonation, and syntax. Reliability estimates are provided for each of the aspects of the investigation.

23. Schmidt, Velma E. Early Childhood Education: Learning Experiences for the 3-, 4-, and 5-Year-Old Child. 1971, 195p. ED 088 596

*Activities; Art Education; Communication (Thought Transfer); *Early Childhood Education; Health Activities; Intellectual Development; Language Development; Music Education; *Parent School Relationship; Preschool Children; *Preschool Curriculum; *Teacher Education

This extensive curriculum guide is geared for preschool and day care teachers. It describes the development of the child and suggests a variety of learning experiences and activities for day care centers. In the context of providing the optimal learning environment, parent-teacher relationships are discussed. Sections on nutrition, health, safety, play, music, art, dramatics, language and communications, and number learning are also included. Resource lists appended to this guide include: books and pamphlets, professional journals, professional organizations, and sources for films and equipment.

Also available from: State of Nebraska, Department of Education, State Capitol, Lincoln, NB 68509 (no price quoted)

24. Schwartz, Judy I.; Moffitt, Mary W. The Place and Impact of Modules in a Teacher Education Program. 1974, 17p. ED 088 868.

*Early Childhood Education; Humanism; *Performance Criteria; *Performance Based Teacher Education; Program Descriptions; Program Evaluation; Units of Study (Subject Fields)

This document reports on the efforts of one teacher training program, the Early Childhood Integrated Year Program at Queens College, CUNY, to implement performance-competency-based teacher education (P-CBTE) with specific reference to the use of instructional modules as a strategy for developing competencies. The philosophy underlying the program at Queens College is described as one based on child development theory with heavy emphasis on humanistic goals. It is stated that the early childhood faculty, grouped into content area committees (language arts and reading, children's literature, social studies, mathematics, science, child development, and educational psychology), produced approximately 75 instructional modules, the purpose of which was to replace the material formerly conveyed through the education course sequence to preservice students. The modules in science and reading constitute the basis from which most of the findings in this paper are drawn. The paper describes the organization of the program, problems encountered in the transition from a traditional to a P-CBTE program, results of initial evaluation, and plans for the future.

25. Seefeldt, Carol. A Curriculum for Child Care Centers. 1974, 281p. ED 088 599.

Document not available from EDRS.

Art Activities; *Child Care; Community Involvement; *Curriculum Development; *Early Childhood Education; Group Relations; Health Education; Language Development; Parent School Relationship; Play; Science Activities; Social Development; *Teacher Education; Teacher Role; *Textbooks

This textbook, designed for use in college undergraduate programs, presents some ideas, materials, and methods for establishing a successful curriculum within a child care program. Included is a review of child care in the United States, ideas for working with parents and involving the community, suggestions for indoor and outdoor play and for teaching language, art, science, and mathematics. Also included are chapters on nutrition education and health and safety.

Availability: Charles E. Merrill Publishing Company, Columbus, OH 43216 ($9.95)

26. Singh, Surendra P. Guideline for Developing Contextual Conceptualization in the Training of Education Personnel for Young Children: An Approach for the Prevention of Learning and Behavior Problems. 1973, 9p. ED 080 150.

Behavior Problems; Concept Formation; Guides; Learning Difficulties; Preschool Curriculum; Preschool Education; *Preschool Teachers; *Skill Development; *Teacher Education; *Teaching Techniques

Guidelines are presented for a program to prepare educational personnel to work with young children displaying learning and behavior disabilities despite adequate intelligence, hearing, vision, motor capacity, and emotional adjustment. The program provides the following skills and competencies to prospective clinical teachers: (1) skills in identification of perceptual abilities, communication skills, self-concept, principles of learning, cultural influences, the understanding of "self", the case study approach; (2) competencies in utilizing types of responses, questioning, and stimuli for effective teaching; (3) knowledge of subject content in art, science, math, and reading; and (4) ability to utilize these skills and competencies in designing educational programs and performing in the classroom. Seven procedures to achieve these goals are: comprehensive course work, an interdisciplinary seminar, an early intervention workshop, the development of a children's center, field work, a special section of college courses, and directed study involving individualized instruction. A performance rating scale is attached.

27. Stein, Myron; Ronald, Doris. Educational Psychotherapy of Preschoolers. 1972, 18p. ED 077 566.

Case Studies; Child Development Specialists; Educational Therapy; Higher Education; Intervention; *Preschool Children; Preschool Education; *Preschool Teachers; Professional Continuing Education; *Psychoeducational Processes; *Psychotherapy; *Teacher Education; Technical Reports

Educational psychotherapy for preschool children and its functioning are described in detail. Also described is the process of training teachers to do this work. The educational psychotherapy process attempts to operate at the interface between education and psychotherapy. The components of catharsis, recall, sharpening and correcting of perceptions, correction of projections, and emphatic insistence upon adaptation to everyday reality are all parts of the work of educational psychotherapy.

The method is particularly appropriate for the young age group. The training of teachers is carried out in a formal two-year training program in which each trainee spends a miminum of 12 hours per week. At least six of the hours are spent working with children and their families, and six are didactic and supervisory. Each trainee must have treated at least three children, of various diagnostic categories, and their parents over the two-year period, and must have participated in the evaluation process with observations and brief trial therapies. Trainees are required to have, or are encouraged to work toward while in training, New York State Certification in Early Childhood or its equivalent. On completion of training, the educational psychotherapist can go into schools and day care centers, can become a mental health professional, or can become a mental health resource person. Two clinical examples are given of the educational psychotherapy process.

28. Stollak, Gary E. Education for Early Childhood Consultation. 1973, 31p. ED 088 865.

*Child Development; Curriculum Development; *Early Childhood Education; Parent Teacher Cooperation; Practicums; *Teacher Education; *Teacher Programs; Teaching Skills

This paper examines the development of courses, materials, and techniques to help graduate students a) acquire experience with and knowledge of the development of children from conception to 8 years of age and b) develop skills to implement these experiences, especially in dealing with parents, teachers, and all involved in the early childhood education process. The first section, on an "ideal" program of training for early childhood consultation, stresses the need for discussion that focuses on the translation of positive goals and values into traits and behaviors relevant to different ages. Listed in this section are various forms of practicum education regarding childhood development. Two aspects of the evaluation of training are considered: the effects of training on graduate students and the effect the consultant has on adults he encounters. The author concludes by describing his involvement in several of these activities. (Related tables of reading lists and syllabi are included as appendixes.)

29. Stone, Deborah E. Graduate Program for Specialists in Early Childhood Education. 1971, 21p. ED 063 252.

*Early Childhood Education; *Educational Programs; *Graduate Study; *Teacher Education; *Teacher Programs

The University of New Hampshire Department of Education with federal support began in 1969 a tripartite graduate program for the preparation of early childhood specialists. Both experienced and beginning teachers may earn a Masters degree while demonstrating theory in the classroom. After a summer of child study, graduate students in teams of two design, create, and staff a multi-age learning center in a cooperating school district. Individually, they return to campus one week per month for independent study, related course work, and seminars. Local school districts provide children, classroom space, instructional materials, and a paid aide. State Department of Education personnel provide resource visits to the learning centers, help to identify potential center sites, meet with the Advisory Committee, and take part in the project's international field trips. The program helps the student to deal with young children and to develop early childhood specialist competencies through provision of educational experiences for local teachers, parent groups, and undergraduate students; production of a monthly newsletter written by students; and the planning and execution of the Annual Early Childhood Conference in which they provide the program of slides, films, video tapes, panel discussions, talks, and displays. Appendixes include documents supporting and illustrating the program.

30. Thoreson, Carl E.; And Others. Behavioral Self-Observation Training with a Nursery School Teacher. 1973, 17p. ED 081 508.

Audiovisual Aids; *Behavior Change; *Classroom Observation Techniques; Discrimination Learning; Feedback; *Preschool Education; Punishment; Reinforcement; *Self Control; Self Reward; Teacher Behavior; *Teacher Education

A nursery school teacher received three types of training in self-observation skills, which were compared with regard to their effects on the accuracy of the self-observations. Minimal training consisted of a brief description of the behaviors to be recorded. The feedback condition incorporated daily information about the accuracy of the self-observations, and discrimination training involved a detailed training session in which modeling and videotape exercises were used to teach self-observation skills. First, positive verbal behavior was observed, then positive nonverbal behavior. The results led to two major conclusions: (1) The accuracy of a subject's self-observations can be substantially increased through feedback and discrimination training; and (2) the act of self-observing tends to alter the frequency of the behavior being observed. Implications for behavioral self-management programs and teacher training are discussed.

31. Wattenberg, Esther. The Family Day Care Consultant: An Invention of a Strategic Catalyst to Upgrade the Quality of Family Day Care Homes. 1974, 21p. ED 088 583.

Day Care Services; Interdisciplinary Approach; *Paraprofessional School Personnel; *Preschool Teachers; *Program Descriptions; *Supervisory Training; *Teacher Education; Teacher Recruitment; Teacher Selection

The proposed program model suggests an approach for broadening the staffing pattern of Family Day Care Units by training a paraprofessional, the Family Day Care Consultant, to help upgrade the quality of care given to children in day care homes. The consultants, selected primarily for their successful experiences as Family Day Care Mothers, will work under a supervising coordinator. Based in a neighborhood, the consultant will aid Family Day Care Mothers in providing an enriched program for children, serve as a source of crisis intervention and referral, link group day care resources to family day care, facilitate an information flow between users and providers, assess the needs of Family Day Care Mothers, and participate in community activities. The consultant will spend half of her time working in the field and the other half pursuing an AA degree at the University of Minnesota. The suggested program will have a strong interdisciplinary focus and will blend some aspects of Family Studies, Early Childhood Development, and Social Work.

Also available from: Publications Office, Institute for Research on Exceptional Children, University of Illinois, College of Education, 805 West Pennsylvania Ave., Urbana, IL 61801 ($.50, Catalog #101)

32. Zabor, Marge; Kelly, Karen. Trainees and TV. 1972, 67p. ED 067 835.

Childrens Books; *Instructional Television; *Paraprofessional School Personnel; Preschool Children; *Production Techniques; *Teacher Education; *Video Tape Recordings

Videotape presentations were utilized in a course on children's literature for a group of paraprofessional aides in preschool centers. The authors encountered numerous technical and production problems, and therefore present a number of observations and recommendations to help others avoid the same mistakes.

References from Current Index to Journals in Education (CIJE)

Armitage, Peter. The White Paper - A Step into the Dark? Higher Education Review, v5 n2 pp3-25 Spring 1973, EJ 082 263

Chase, Francis S. Educational Research and Development in the Sixties II: Contributions to Education. Curriculum Theory Network, n10 pp91-97 Fall 1973, EJ 087 740

Gross, Dorothy W. Policies that Support the Total Development of Children--and of Teachers. Childhood Education, v50 n6 pp314-317 Apr/May 1974, EJ 095 046

Hildebrand, Verna. The Value of Decisionmaking for Nursery School Teachers. Journal of Home Economics, v65 n3 pp16-18 Mar 1973, EJ 083 640

A 21-Point Programme for a Global Strategy in Education. Indian Journal of Adult Education, v34 n4 pp7-10, 17-20 Apr 1973, EJ 080 868.

Rich, Leslie. Learning By Seeing. American Education, v10 n1 pp13-17 Jan 1974, EJ 090 646

Shearron, Gilbert F.; Hensel, Nancy. Research and Development with Young Children/Its Influence on Teacher Education. Journal of Research and Development in Education, v6 n3 pp110-117 Spring 1973, EJ 082 194.

2. Elementary School

References from Research in Education (RIE)

1. Barnhardt, Ray. Being a Native and Becoming a Teacher in the Alaska Rural Teacher Training Corps. 1973, 19p. ED 088 631.

   Hard Copy not available from EDRS.

   *American Indians; Curriculum Design; *Elementary School Teachers; Experimental Programs; Literature; *Program Evaluation; *Relevance (Education); Rural Areas; School Community Programs; *Teacher Education; Teaching Programs; Training Techniques

   The program known as the Alaska Rural Teacher Training Corps (ARTTC) was established in 1970 as a 4-year experimental program to train Native elementary school teachers for rural Alaskan native communities or for any school in the country where an Alaskan teaching certificate is acceptable. The beginning group included an even distribution of males and females ranging in age from 18 to 48 who are a mixture of 4 distinct native groups. As the program proceeded, it became apparent that it was not going to be simply a matter of applying the latest teacher training techniques. This paper explains the 3 basic questions explored in the program: (1) Why train natives to become teachers? (2) What is a native teacher? and (3) How do you train native teachers? Another area that was investigated is the curriculum: what students were doing, and what they were supposed to learn during their stay in the program. Finally, the paper discusses what participants in this experimental program learned. This evaluation and discussion of the above areas concludes that it is difficult to be a native and a teacher too. The program may not really be training "teachers" since the feedback from the participants was that they felt more like general practitioners than specialists. Also, literature in education, as well as anthropology, is often of limited use in the program.

2. Bezzi, Ruth; Bezzi, D.R. Initiating A Performance-Based Teacher Education Program (PBTEP). 1972, 7p. ED 072 032.

   *Elementary Education; Language Arts; *Performance Based Teacher Education; Performance Criteria; Performance Specifications; *Preservice Education; *Teacher Education; *Teacher Education Curriculum

   This document proposed a performance-based, field-centered, individualized and systematically designed elementary teacher education program. This program focused on the development of

modules, or instructional units, for the program which provided effective instruction and viable curriculum development. The format for each module consisted of five components: a) a prospectus which defined the module rationale, b) general objectives, c) pre-assessment which determined the student's level of mastery of specific subject matter, d) activities designed to aid the student in mastery of the objectives, and e) a post assessment of the module objectives. Modules were constructed for the major components of the language arts program: handwriting, listening, spelling, oral, and written communication. The completed table of contents was included in the report. The field-centered aspect was described briefly, focusing on the involvement of practicing teachers in pre-selected elementary schools. Total involvement of educators was stressed, and subjective evaluations were suggested.

3. Bierschenk, Bernhard. Self-Confrontation Via Closed-Circuit Television in Teacher Training: Results, Implications and Recommendations. 1972, 101p. ED 070 293.

Behavior Development; *Closed Circuit Television; Elementary School Teachers; Individual Development; Individual Psychology; Instructional Television; Interaction; *Microteaching; Personal Growth; Psychological Characteristics; Psychological Evaluation; Self Actualization; Self Concept; Self Esteem; *Self Evaluation; *Teacher Education; *Teacher Evaluation; Teacher Improvement; Teaching Skills; Teaching Styles; Video Tape Recordings

Externally mediated self-confrontation by means of closed-circuit television and videotape recording has become a popular technique for letting student teachers discover for themselves the way in which their own behavior influences the teaching processes. This paper not only studies the way in which the student teacher perceives and evaluates his behavior, but also discusses a systematic examination of the dyadic confrontation process in the traditional tutoring situation. Using a group of 96 female Grade 4 through Grade 6 student teachers a three factor design experiment was constructed with a six dimensional assessment schedule developed by the author. These were categorized into ego-ego, ego-pupil, ego-non-personal object (NPO), pupil-ego, pupil-pupil and pupil-NPO relations. The data were analyzed using the statistical analysis-of-variance treatment. The results show that experimental conditions have not on the whole led to main effects that are significant on a chosen level of significance. This means that there are no deviations in the objectivity of the student teacher's self-assessment as a consequence of either traditional tutoring or externally mediated self-confrontation via closed-circuit television.

4. Bingman, William S. An Investigation into the Effects of a Humanistic Training Method on the Perceptions of Elementary Teachers-in-Teaching. 1973, 13p. ED 083 231.

Classroom Environment; *Elementary School Teachers; *Human Relations; *Preservice Education; Self Concept; Student Teacher Relationship; *Teacher Attitudes; *Teacher Education Curriculum; Teacher Programs

This study compares the effects of a 2-week humanistic training program, a 4-week participation observation experience, and a 7-week special methods program on the perceptions of prospective elementary school teachers from West Virginia University and elementary teachers from Monogalis County, West Virginia. Sixty-six subjects took part. The research tested the hypotheses that these programs would not affect the teachers' perceptions concerning a) self concept, b) personal beliefs, c) degree of open-mindedness, d) classroom practices, e) student relationship, and f) reaction to classroom situations. All subjects were pretested with the Personal Orientation Inventory (POI), Relationship Inventory (RI), Personal Beliefs Inventory (PBI), Teacher Practices Inventory (TIP), Dogmatism Scale (DS), Teacher Situation Reaction Test (TSRT), and the Tennessee Self Concept (TSC). The experimental group of teachers completed the DS, PBI, TSRT, and the TPI. The following implications emerged: a) efforts should be made to determine the individual needs of prospective teachers, and assignments should be made to individual programs; b) sequential humanistic programs should be implemented early in the college program with emphasis on course presentation; and c) future programs should be designed with frequent public school experiences early in the college program. (Eight references are included.)

5. Bowman, Harold Eugene. The Effect of Alternative Techniques for Modifying Student Teacher Behavior During the Field Experience. 1972, 95p. ED 085 234.

Document not available from EDRS.

Doctoral Theses; Educational Research; Elementary School Teachers; *Interaction Process Analysis; *Preservice Education; *Questioning Techniques; *Seminars; *Teacher Education

Reported is a study to examine the effects of seminar sessions focused on (1) curricular input, (2) affective development, or (3) a combination of the preceding, on three groups of prospective elementary teachers. Each of the three groups was chosen for

one of the seminar groups and a fourth group served as a control with the participants not involved in seminar sessions. The behaviors examined were interaction patterns between the teacher and student and the level of questions being asked by the teacher. The interaction patterns observed permitted a comparison of indirect teaching behaviors as defined by the Flanders' System of Interaction Analysis. A question analysis was developed to examine higher levels of questioning patterns (areas of divergent and evaluative types). Sixty-three randomly chosen prospective teachers assigned to a given district for their field experience were involved. The analysis indicated no significant differences among groups for either interaction patterns or level of questions asked.

Availability: University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-13,279 Microfilm-$4.00, Xerography-$10.00)

6. Brunson, Quinn. Teachers and Student Aides. 1968, 10p. ED 073 085.

*Classroom Participation; *Elementary Education; *Elementary School Teachers; Program Descriptions; Student Attitudes; *Teacher Aides; *Teacher Education

The University of North Dakota and the Grand Forks public school system developed a program to place students who were just beginning their teacher education program in elementary school classrooms. Elementary school teachers and administrators were asked to use their own judgment in deciding what duties would be most pertinent for the students and how much time they should ask students to spend on chores not directly related to classroom instruction. Students were required to maintain unstructured logs for their off-campus experience. During the third semester, a structured trial log was designed based on the data of the unstructured logs. Results of the program revealed that elementary school teachers can be relied upon to provide a variety of pertinent pre-student teaching experiences; students were not used merely to perform undesirable tasks; and it was not necessary for the teacher training institution to dictate time allotments.

7. Buck, Benjamin. The Introductory Urban Education Program. 1971, 28p. ED 065 480.

*Cultural Education; Educational Needs; Educational Programs; *Intercultural Programs; Interdisciplinary Approach; Interinstitutional Cooperation; *Teacher Education; *Urban Education; *Urban Teaching

Mankato State College's introductory urban education program provides students with an inter-cultural, interdisciplinary, and inter-institutional educational program. The main emphasis of this program is on the clinical experiences at the Willard Elementary School, Minneapolis, Minnesota. Each college student is assigned to a classroom teacher. During the time they are in school, the students work with children in small groups or on an individual basis. The primary function is to help develop skills such as reading and mathematics. They also aid in other curricular areas, and occasionally they help their supervising teacher prepare and present lessons. One of the program's requirements is that students must spend 8 hours per week working with social agencies and community projects. Students are also required to enroll in psychology, sociology, political science, human growth and development, and educational methods. Their involvement in these courses is largely integrated with their experiences. The program is being subjectively evaluated by the students, professors, classroom teachers, and community resources personnel. Initial student reactions indicate initial culture shock, followed by self-examination. Students indicated a strengthened interest in teaching careers following the program. Appendixes are included.

8. Caldwell, M. Milford, Training and Education. 1969, 15p. ED 072 034.

*Educational Opportunities; Elementary Education; *Preservice Education; *Teacher Education Curriculum; *Teacher Programs; *Teacher Qualifications

This article described a preservice elementary teacher education program at Delaware State College initiated in 1969. The proposed objectives of the program included 1) an improved program for training teachers, 2) an opportunity for more agencies to be involved in teacher training, 3) a program geared to minority groups who in the past have been a high risk potential, and 4) a training program which would be a model to recommend changes in the present teacher program at the college. The program was divided into three overlapping parts: field experience, content, and professional education. All courses relating to these segments were presented along with course load schedules for average and exceptional students. A high school diploma was not a requirement for entrance into the program. Tutoring and counseling services were initiated for the students and the Teach-Test-Reteach (T-T-Rt) method of teaching was applied. The requirements of teacher selection focused on the ability of the teacher to communicate with the participants. The program was designed to meet training needs of the participants and the present day needs of the classroom teacher.

9. Carlson, William D. Professional Semester I in Elementary Teacher Education. 1969, 28p. ED 074 065.

*Educational Theories; *Elementary Education; *Observational Learning; Program Descriptions; *Student Teaching; *Teacher Education; Teaching Experience

The University of Wyoming elementary teacher education program, Professional Semester I, is designed to relate college theory to classroom practice. Two college instructors and three university school teachers work with students in 4-hour blocks 4 days a week. The students study basic teaching methods relating to the four educative processes--communication, learning, problem solving, and evaluation--for 2 of the 4 hours. The remainder of the time students observe and participate in learning activities in curricular areas involving the processes in grades 1, 3, and 5. Flexible scheduling within the 4-hour block enables students to observe activities both morning and afternoon. (Related program materials are present in the text and in the appendixes.)

10. Cavins, David. A.; Carr, David S. Toward Increased Involvement of Public Schools in Teacher Preparation Programs. 1974, 8p. ED 086 660.

*Clinical Experience; Elementary School Teachers; Extension Education; *Inservice Teacher Education; Student Teachers; *Teacher Education

This article describes a project conducted by an elementary school district in Illinois, in which public school personnel played a major role in the development of prospective teachers by designing training procedures with direct applicability to classrooms within the local schools. More emphasis was placed on classroom experience for the prospective teachers than on actual coursework. Twenty-two people with baccalaureate degrees who had not previously taken any education courses were selected to participate in the program. Courses necessary for state teacher certification were offered on an extension basis at the project site. This college preparation sequence was combined with opportunities for extensive clinical experiences throughout the school year. Phase I combined classroom experience with courses in educational psychology and the history and philosophy of education as well as with supplemental instruction in such areas as classroom management, individual differences and personal and affective awareness. Additional clinical experience, in-service training, and three methodology courses comprised Phase II. Student teaching concluded the program.

11. Clinical Approach to Teacher Education. 1973, 20p. ED 085 360.

Child Development; *Clinical Experience; *Elementary Education; Internship Programs; Practicums; *Preservice Education; *Student Teaching; *Teacher Education; Teacher Supervision

The Clinical Approach to Teacher Education at Boise State Colleges places its students into two concurrent classes which run for two consecutive semesters and which emphasize the integration of theory and practice. Its ultimate goal is the development of a culminating year-long internship for the study of child behavior, curriculum, and methodology within a clinical setting of the school and the college. Four professors comprise the elementary education team responsible for this program. They have dual assignments: as professors who teach and model effective strategies and as clinical professors in a given elementary school who supervise the prospective teachers. Each sequence of study is revised and finalized by the entire team. Prospective teachers generally spend one-half day in a clinical student teaching assignment followed by an afternoon class on campus at Boise State. At any given time the student teachers' clinical schedule may be altered to give them all-day teaching experiences in their respective classrooms or intensive, in-service workshops. Placement for the two semesters' student teaching is done by cooperative efforts of the building principal and the clinical professor. The clinical professor spends a minimum of three mornings a week in his building. (A social science course outline is appended.)

12. A Composite Field Based Performance Program with an "Adopt-A-School" Component. 1973, 33p. ED 087 717.

Clinical Professors; College School Cooperation; *Elementary Education; *Field Experience Programs; Individualized Instruction; Performance Based Teacher Education; *Secondary Education; Teacher Centers; *Teacher Education; *Teacher Programs

In the preparation for this teacher education program for a developing institution, five common factors were identified as worthy for incorporation into the program. The five factors based upon a research study of exemplar field programs, were as follows: a) early and continuing field experiences, b) correlation between class and field, c) teaching centers, d) performance-based individualized experiences, and e) clinical professors. All five were developed into the program. The program involved all undergraduates in both elementary and secondary education; it provided field experiences from entry at the freshman level to exit a graduation on a progressively sophisticated basis; and it included an "Adopt-A-School" component. The latter

provided the student with another opportunity to work in schools in various socioeconomic settings and with pupils at various achievement, administrative, and maturity levels. The component gave the student experience in different teacher roles, including working with students in discussions and independent study, tutoring, and performing teacher clerical work. The "Adopt-A-School" component also demonstrated increased college-school cooperation.

13. Comprehensive Explanation and Analysis of the Multiple Alternative Program (MAP). 1973, 20p. ED 087 718.

Educational Change; Educational Development; *Educational Innovation; *Individualized Instruction; *Inservice Teacher Education; *Performance Based Teacher Education; Teacher Education

The Multiple Alternative Program (MAP) is a competency based, individualized program that focuses on the in-service education of elementary school teachers. Developed in cooperation with the school systems of Norwalk and Bridgeport, Connecticut, MAP addresses itself to the achievement of those teaching competencies that have been identified as high priority needs by individual teachers within the context of institutional goals. Based on the open education approach to staff development, MAP consists of four phases: a) assessment, b) planning, c) training, d) reassessment and retraining. Opportunities are provided for two "innovation teams," consisting of teachers and administrators from two urban elementary schools, to focus on training activities related to their institutional priorities. Additional students from the ongoing graduate program participate in MAP as individuals. The success of the program as a model for school/university cooperation in in-service education has led to the development of a comprehensive graduate degree program based on the open education approach.

14. Elementary Education 312:328, Modules 1-9 & 11. 76p. ED 087 722.

Demonstrations (Educational); Educational Development; Educational Innovation; *Elementary Education; Elementary School Teachers; *Performance Based Teacher Education; *Preservice Education; *Teacher Education; *Teacher Education Curriculum

This course syllabus is part of the competency-based elementary teacher education program that was developed by the University of Toledo. It contains the ten learning modules which comprise the

second course in the sequential elementary education program: a) Instructional Simulations and Academic Games; b) Preparation of Locally Produced Instructional Media; c) Strategies for Changing Behavior; d) Teaching Mathematics in the Elementary School; e) Mathematics in the Elementary School: Using Manipulative Objects; f) Mathematics in the Elementary School; g) Children's Literature: Folk Literature; h) Children's Literature: Realism and Fantasy; i) Language Arts: Diagnosing Reading Strengths; and j) Problem Solving: Problems and Process. Each module contains a list of the prerequisite modules, underlying rationale for the module, general and performance objectives of the module, learning activities and materials, and assessment instruments and procedures. (See related documents: ED 087 716, 087 723, 087 724, 087 725, and 087 726.)

15. Elementary Education, 312:324, Modules 1-8. 72p. ED 087 723.

Demonstrations (Educational); Educational Development; Educational Innovation; *Elementary Education; Elementary School Teachers; *Performance Based Teacher Education; *Preservice Education; *Teacher Education; *Teacher Education Curriculum

This course syllabus is the third unit in the elementary teacher preparation sequence developed at the College of Education, University of Toledo. The nine competency-based learning modules included in the syllabus are a) Learning Theory and Motivation; b) Identifying and Specifying Behaviors; c) Observing and Recording Behaviors; d) Behavioral Objectives; e) The Structure of Knowledge; f) Pre-Planning of Instruction; g) Children's Literature: Picture Books for Children; and h) Children's Literature: Poetry for Children. Each learning module includes a list of prerequisite modules, an overview of the module, its objectives, learning activities and materials, and assessment procedures and instruments. (See related documents ED 087 716, 087 722, 087 724, 087 725, and 087 726.)

16. Elementary Education, 312:320, Modules 1-12. 138p. ED 087 724.

Demonstrations (Educational); Educational Development; Educational Innovation; *Elementary Education; Elementary School Teachers; *Performance Based Teacher Education; *Preservice Education; *Teacher Education; *Teacher Education Curriculum

This course syllabus is part of the comprehensive competency-based elementary teacher education program developed at the College of Education, University of Toledo for the U.S. Office of Education. The first course in the elementary education sequence consists of 12 learning modules: a) Performance Skills and Inquiry; b) Group Process--Principles and Experiences; c) Value Criteria and Related Areas with Value Clarification Strategies; d) Value Conflict among School Roles; e) Social Class, Values and School Behaviors; f) Teacher Professionalism and Accountability; g) Operation of Audiovisual Equipment; h) Multiunit School/Individually Guided Education (MUS/IGE): Context of American Public Education; i) MUS/IGE: Organization; j) MUS/IGE: Operation; k) Instructional Systems Design; and l) Observation of a School Instructional Unit. Each module contains a list of prerequisite modules, underlying rationale for the module, objectives of the module, concept statements, learning activities and materials, and assessment instruments. (See related documents: ED 087 716, 087 723, 087 722, 087 725, and 087 726.)

17. Elementary Education, 312:392, Student Teaching. 80p. ED 087 726.

Demonstrations (Educational); Educational Development; Educational Innovation; *Elementary Education; Elementary School Teachers; *Performance Based Teacher Education; *Practicums; *Student Teaching; *Teaching Experience

The field experience component of the competency-based elementary teacher preparation sequence that was developed at the University of Toledo as part of the Ohio Model consists of two learning modules: a) planning, implementation, and evaluation; and b) gaining acceptance and respect as a member of the multiunit school. The first module is completed in four phases, each of which requires the student to develop, carry out, and evaluate one unit plan. The second module requires the student to demonstrate that he can a) gain acceptance as a functioning team member, b) establish a trust relationship with children, c) assume responsibilities without formal direction, and d) establish a cooperative working relationship with noninstructional staff members. Extensive competency checklists are included for both modules. (See related documents: ED 087 716, 087 722, 087 723, 087 724, and 087 725.)

18. Elementary Education, 312:340, Modules 1-5. 61p. ED 087 725.

Demonstrations (Educational); Educational Development; Educational Innovation; *Elementary Education; Elementary School Teachers; *Performance Based Teacher Education;

*Preservice Education; *Teacher Education; *Teacher Education Curriculum

This course syllabus includes revised competency-based elementary teacher education learning modules that were developed at the University of Toledo as part of the Ohio Model. The module titles are a) Teaching Science in the Elementary School, b) Concept Attainment, c) Social Studies Planning, d) Selection and Application of Instructional Media in the Field, e) Self-Management, and f) Field Experience and Planning of an Interdisciplinary Unit. Each learning module includes a list of prerequisite modules, an overview of the module, objectives of the module, learning activities and materials, and assessment procedures and implements. (See related documents: ED 087 716, 087 722. 087 723, 087 724, and 087 726.)

19. Elementary Teacher Education Program. 1971, 79p. ED 073 111.

*Educational Programs; *Elementary Education; *Program Descriptions; *Student Teaching; *Teacher Education; Teaching Skills

The first two years of the Indiana State University Elementary Teacher Education Program (I.S.U.E.T.E.P.) emphasize the basic bachelor degree requirements so as to provide each student with a balanced and adequately developed program of general education. The last two years of the student's training stress professional education. The second phase is designed to intensify the student's examination of the teacher's task and to allow him to focus specifically on teaching children and to develop the necessary skills, abilities, and attitudes. The professional education courses are blocked into four sequential blocks. Block one occurs in freshman or sophomore years and provides initial experiences in working with children while taking course work in child psychology. Blocks two and three combine the professional methods courses. Block four involves the student in student teaching for a semester during which time he is supported by the faculty through continuing seminar work. This assistance is taken to the student, while in a live classroom situation, through the establishment of student teaching centers. (Appendixes include related program material.)

20. Experimental Model for Teacher Education. 1970, 9p. ED 074 066.

Cooperating Teachers; *Elementary Education; *Field Experience Programs; *Performance Based Teacher Education; *Performance Criteria; Teacher Interns; *Teaching Models

The Experimental Model for Teacher Education at the University of Washington is designed to serve as an elementary teacher education laboratory for twelve experienced teacher participants, nine post-doctoral and three pre-doctoral participants. The laboratory applies experience and training of the project's participants to the training of 19 prospective teachers (interns) and 16 prospective clinical associates (cooperating teachers). The emphasis of the project are: a) performance criteria, b) a field-based program, c) a tighter relationship between educational theory and classroom practice, and d) more intensive classroom experience. The personnel involved in the project and the replication of instructional services add to the budget expenses. The project's implementation of new trends aid in the improvement of teacher education. Experienced teacher participants are chiefly responsible for intern evaluation. Charts describing the organization of the project and the teaching competency model are presented along with tasks and criteria for classroom management.

21. Fleming, W.G. Supporting Institutions and Services. Ontario's Educative Society Series, Volume Five. 1971, 545p. ED 063 229.

Document not available from EDRS.

Admission Criteria; Books; College Admission; Educational Development; Educational Radio; *Educational Research; *Educational Television; Elementary Education; Inservice Teacher Education; Institution Libraries; Research and Development Centers; Secondary Education; Teacher Certification; *Teacher Education; *Teachers Colleges; Teacher Supply and Demand; *Testing Programs

This fifth volume of "Ontario's Educative Society", relates to a variety of institutions and activities such as teacher preparation, research and development, educational television services, and externally administered examinations. It describes in detail the creation and growth of the Ontario Institute for Studies in Education and its research activities. The chapters are: 1) the development of facilities and certification requirements for the preparation of elementary school teachers; 2) the development of the educational process in institutions for the preparation of elementary school teachers; 3) issues in elementary teacher training; 4) the report of the Minister's Committee on the training of elementary school teachers; 5) the development of the colleges of education; 6) requirements for admission to colleges of education; 7) the response of the colleges of education to the shortage of secondary school teachers; 8) ideas about the preparation of secondary school teachers; 9) in-service teacher education; 10) research and development; 11) the Ontario grade 13 departmental

examination system; 12) departmental essay-type examinations in grade 12; 13) departmental objective testing in grade 12; 14) objective testing for university admission; 15) radio and television; and 16) the Provincial library system.

Availability: University of Toronto Press, 33 Tupper Street, Buffalo, New York 14203 ($60.00, set of five volumes)

22. The Fredonia Teaching Skills Laboratory: Experimental Development of a Model. Final Report. 1972, 61p. ED 074 018.

*Demonstration Programs; Elementary Education; *Laboratory Schools; Microteaching; *Teacher Behavior; *Teacher Education; *Teaching Skills

Procedures for training undergraduates in basic teaching skills were developed over 7 semesters. The training involved six individual experimental programs of a semester's duration and a follow-up study of the students in the Spring of 1970 program. The training has been given to 438 elementary education majors. The purpose of the program was to make training a basic teaching interaction skills an effective and economical procedure in the preparation of elementary teachers. In each study, the students' teaching behavior was analyzed specifically according to procedures developed and tested at the Far West Laboratory. The curriculum of skills selected for study and use in the program have been Minicourse I, Effective Questioning; Minicourse V, Tutoring in Elementary Mathematics; and Self-Guided Teaching Skills. Results indicated that the process appears to operate independently of the variables of supervisory attention, visual and written models, and large-group discussion as compared with independent study. In all experiments with the model, the behavioral changes induces appeared to be strong and positive; and with the follow-up study group, highly persistent through the period of student teaching. (A 25-item bibliography is included.)

23. Goldbas, Mervyn; And Others. Teacher Performance: Do We Know What We are Evaluating? 1973 29p. ED 074 064

*Academic Records; Confidential Records; Elementary Education; *Performance Based Teacher Education; *Performance Criteria; *Student Evaluation; *Student Teachers; Teacher Characteristics; Teacher Placement

This study was designed to provide the teacher trainers at State University College, Fredonia, New York with information to identify the actual criteria upon which student teachers were being evaluated and to provide a basis for altering the evaluation process so that it would measure more validly the degree to which objectives of the field experience program were attained. A random sampling of Student Teaching Evaluation Forms of elementary education graduates was analyzed in terms of their relationship to marks, recommendations, and job success. Pearson's Product Moment Correlation was used to indicate the strength of association between the evaluative criteria of instructional traits, human relationships, classroom management, and personal traits to the variables of grades, recommendations, and job success. Results showed that the Student Teaching Evaluation Forms had little external or internal validity. (A copy of the form is included.)

24. Hafiz, M. Sharif. Developing a Competency-Based Elementary Teacher Education Program at Norfolk State College Based on the Implications-Study of the Comprehensive Elementary Teacher Education Models. Final Report. Vol. I. 1972, 113p. ED 065 489.

Educational Development; *Educational Planning; *Educational Programs; *Elementary Education; Models; *Performance Based Teacher Education; *Teacher Education

This report reviews the culmination of a series of activities, procedures, and conferences which were employed by the faculty of Norfolk State College (NSC) For the Study of the Comprehensive Elementary Teacher Education Models (CETEMS). Five major procedures were incorporated in the process of studying the programs. The first step was to develop a criterion in terms of local needs and for use in the study of the CETEM programs. Models were reviewed against this criteria. Next, project directors of those models which more closely reflected the criteria development for the study were invited to NSC to conduct a 1-day seminar on their model. Copies of summaries as well as full Phase 1 reports on CETEMS were made available for individual study. Teams of two or more members of the project staff made on-site visits to two model developing institutions, attended two conferences of developing institutions, and participated in a dissemination conference. Finally a 2-day workshop on the model programs was organized at the campus of NSC which was attended by the project staff, non-educational faculty of NSC, public school personnel education faculties from two other local teacher training institutions, and representatives from the State Department of Education. Appendixes on related material are included. (Related document ED 065 490)

25. Hafiz, M. Sharif. Developing a Competency-Based Elementary Teacher Education Program at Norfolk State College Based on the Implications-Study of the Comprehensive Elementary Teacher Education Models. Final Report. Volume II. 1972 149p. ED 065 490

Behavioral Objectives; *Instructional Materials; *Instructional Programs; *Learning; Learning Processes; *Performance Based Teacher Education; *Teacher Education

This document presents instructional modules of the Competency-Based Elementary Teacher Education Program at Norfolk State College. A three-fold criterion formed the basis of the instructional module: 1) knowledge of criteria, which are employed to assess only the first level of learning; 2) performance criteria, which are used to assess the student's ability to use hiw knowledge; and 3) product criteria, which are brought to bear in judging a teacher trainee's ability. The instructional modules (IMS) are learning tasks based on a single-concept behaviorally stated objective. Each IM-cluster contains tenative procedural elements: objectives, rationale, prerequisites, pre-assessment, learning tasks and activities, resources, and post-assessment, IM-clusters presented include A) an introductory overview of reading, B) reading readiness, C) teaching comprehension, D) organizing for meeting individual differences in reading, and E) reading difficulties and their treatment. Evaluative and related material are included.

26. Hill, Shirley; And Others. Adaptive Teaching for Effective Learning: A Team Approach to Elementary Teacher Preparation. 1973 42p. ED 079 268

Effective Teaching; Elementary Education; *Field Experience Programs; *Performance Based Teacher Education; Performance Criteria; *Preservice Education; *Student Teaching; *Team Teaching

This pilot program in elementary teacher preparation was performance based, field centered, and team taught. The goals of this program were a) the development of the student's perception of himself as an individual and a professional person; b) the ability to describe the characteristics and conditions for effective learning; c) to design and implementation of learning tasks which were geared to individuals and groups of children; d) the exploration of learning environments designed to promote positive learning outcomes; and e) the design, utilization, and evaluation of various instructional strategies. The program consisted of two phases: Preprofessional Experience and Student Teaching.

Phases I and II were supplemented by seminars and evaluations by cooperating teachers, principals, student, and university professors. Phase II presented the performance objectives of the program. (The program's implementation and evaluation are discussed along with recommendations for future programs. The appendix relates the responsibilities of the cooperating teacher, student participant, building principal, and university professor to the program.)

27. Johnson, Norman C. Implication of the Bureau of Research Teacher Education Project for Developing Institutions. Final Report. 1972 42p. ED 065 482

*Educational Development; *Educational Programs; *Elementary Education; Instructional Innovation; *Models; *Teacher Education; Teacher Education Curriculum

The North Carolina Central University (NCCU) faculty in elementary education began a systematic study of the comprehensive elementary teacher education models. Seminars, informal discussions, and on-site visits to model builder schools were used as instruments to review the models and formulate a viable program. The model developed for NCCU was composed of a general description of bases for instructional planning concerning student status, competencies to be developed, and experience by year. The format of each module included behavioral objectives, purpose, learning alternatives, resources, and evaluation. Other components stressed in the model were tutorial experience, learning laboratories, and clinical experience. A summary of activities of the consortium of southern colleges for teacher education shows movement toward the goal of assessing the feasibility of the models and the implementation of the programmatic ideas. A conference summary, presenting results of discussions, alternatives, and resolutions is presented. Appendixes include material for course work.

28. Laderriere, Pierre. Training Recruitment and Utilization of Teachers in Primary and Secondary Education. 1971, 450p. ED 069 611.

Primary Education; Secondary Education; *Staff Utilization; *Teacher Education; *Teacher Recruitment; *Teacher Selection; *Teacher Supply and Demand

This document, developed by the Organization for Economic Co-Operation and Development (OECD), concerns the training, recruitment, and utilization of teachers in primary and secondary education. Following an introductory section, this report is

divided into three parts: the characteristics and shortcomings of teacher supply (1950-65), teacher recruitment and utilization policy, and the change in teacher training standards. Part one covers the main factors affecting the demand for teachers, teacher supply, the characteristics and measurement of scarcity, specific consequences of recruitment difficulties, international developments, and the role of the teaching profession in the development and utilization of highly skilled manpower. The second part develops the recruitment of and sources for recruitment of teachers, teacher status and recruitment, and the utilization of teachers and the improvement of teaching efficiency. The third part concerns new principles guiding training programs and trends in standards of initial training for primary, general secondary, and technical education teachers as well as continuing professional training. General conclusions, outlining the framework of a recruitment policy for teaching staff, are presented.

29. Las Ayudas Educativas en la Educacion Primaria (Teaching Aids in Elementary Education). 1971, 41p. ED 063 834.

*Audiovisual Aids; Facility Inventory; *Instructional Aids; *Instructional Materials; International Education; Learning Activities; National Surveys; *Primary Education; Questionnaires; Tables (Data); *Teacher Education; Teaching Methods

The Colombian Institute of Pedagogy (ICOLPE) has undertaken a study of the availability and use of teaching aids and instructional materials in that country on the primary level. This report contains the results of that study. The document provides a listing of companies producing teaching aids. Questionnaires (included) were sent to educational authorities in areas around the country and to directors of the normal schools to obtain information on the creation, use, and distribution of educational materials. The compiled results provide details on materials available and on the teacher training that accompanies the use of such materials. The study finds a lack of available materials in the basic subjects, In many cases, teachers are ill-prepared in the use of such materials. General conclusions are outlined and recommendations are presented.

30. Lau, Donald A. Value Patterns of Elementary Teachers and Their Reactions to Religious Issues in the Classroom. 1972, 24p. ED 072 017.

*Elementary School Teachers; Personal Values; *Religious Differences; *Religious Factors; *Teacher Attitudes; Teacher Education; *Teacher Response

This study investigated the religious value patterns of elementary teachers in relation to attitudes expressed toward religious issues in the classroom. The variable "religion" was defined operationally in terms of a wide range of value patterns which might qualify as authentic value orientations in contemporary American society. A field study proceeded by administering two paper-pencil instruments to a sample of 207 teachers from random school districts in rural southwest Arkansas: (1) Inventory of Religious and Ethical Ways and (2) the Classroom Problems Inventory. The Kolmogorov-Smirnov two-tailed nonparametric statistic for independent samples was applied to the data. Findings indicated that teachers with traditional classroom attitudes toward religious issues differed significantly from teachers with non-traditional attitudes in their rankings of several value patterns. These differences reflected a trend for teachers to manifest a classroom point of view consistent with their personal beliefs. It was consequently suggested that teacher education give greater attention to curricular experiences which assist the prospective teacher to become aware of his value orientation. Such self-clarification in the affective domain of educational objectives may be helpful in handling controversial issues in the public school classroom. Two tables of statistical data were presented.

31. Longo, Paul; Auerbach, Carl. An Evaluation of the State Urban Education Programs, Community School District 1, New York City Board of Education. Final Report. 1972, 74p. ED 072 127.

*Compensatory Education Programs; Disadvantaged Youth; Economically Disadvantaged; Elementary Education; Master Teachers; Paraprofessional School Personnel; Programmed Instruction; *Program Evaluation; *Reading Programs; Secondary Education; Student Teachers; *Teacher Aides; *Teacher Education; Teacher Morale

This report evaluates three New York City school district educational projects funded by the "New York State Urban Education Program" enacted at the 1969 legislative session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." Project Read represents an attempt to improve the reading ability of children in one school, P.S. 140 M in District 1, through the use of programmed reading materials that put particular stress on the acquisition of skills in phonics. An additional objective was to raise both the morale and the willingness to experiment of participating teachers. The STINT (Supportive Training for Inexperienced and New Teachers) Program represents an attempt to support and train new or inexperienced teachers in eight selected schools in District 1, on the lower East Side of Manhattan. The program included eight master

teachers, each of whom was responsible for approximately 10 trainees. The Upper Grade Elementary School Educational Assistants Program involves 23 educational assistants assigned to grades three through six in 12 schools of District 1. The program objectives are divided into three parts: parent-school contact, individualization of instruction, and reading performance.

32. McNealy, Joavenell McCoy. Essential Reading Content for Elementary Education Students at the Baccalaureate Level. 1972, 157p. ED 071 027.

Document not available from EDRS.

Elementary School Curriculum; *Elementary School Teachers; *Preservice Education; Reading; *Reading Instruction; *Reading Programs; Reading Skills; Teacher Education; *Teacher Education Curriculum; Undergraduate Study

The purpose of this study was to determine essential reading content in college preparatory programs for elementary education students at the baccalaureate level. In the development of the content for the reading courses, attention was given to various sources--descriptions taken from college catalogs, statements of goals and the principles of reading instruction suggested by reading authorities, and the problems and instructional needs of teachers of reading. Data gathered for this problem were organized into fourteen categories, each of which was then described as a course to be used in the proposed reading curriculum. These courses were evaluated by a jury of reading experts, and an eight-course Pre-Service Reading Curriculum was developed and endorsed by 92 percent of both the county supervisors and the elementary teachers to whom it was sent. Eight recommendations were made concerning how colleges might implement this new curriculum so that a successful reading program incorporating the competencies included in these eight courses could be established.

Availability: University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-26,849,MF $4.00, Xerography $10.00)

33. Michel, Joseph. The Preparation of the Teacher for Bilingual Education. 1972, 21p. ED 063 830.

*Bachelors Degrees; *Bilingual Education; Bilingualism; Curriculum Design; *Curriculum Development; Educational Objectives; *Elementary Education; Guidelines; Language Arts; Language Programs; Questionnaires; Spanish Speaking; Student Teaching; *Teacher Education

This document contains a proposed curriculum for a Bachelor of Sciences program in elementary education with an academic concentration in bilingual education for Spanish-English bilinguals. A questionnaire sent to selected individuals provided ideas on some of the issues and problems discussed in this paper. The questionnaire, included here along with results, covers general considerations, training in linguistics, training in English and Spanish, competence in Spanish, training in culture, training in methodology, practice teaching, training in educational foundations, and training in testing. Suggestions for the teacher education curriculum are presented along with explanation. The program developed here is weighted toward the language arts. Several basic ideas for the preparation of the teacher for bilingual education are listed.

34. Murphy, D.M. Field Centered Teacher Preparation. Final Report, Cycle 5, 1970-1972. 1972, 19p. ED 070 747.

Career Opportunities; Educational Benefits; Educational Programs; Elementary Education; *Field Experience Programs; *In-service Teacher Education; Program Descriptions; *Rural Education; *School Community Relationship; Secondary Education; *Teacher Education; Teaching Models

The final report for Cycle 5 of the Alaska Rural Teacher Training Corps (ARTTC) consists of retrospective observations on the program over the period May 1970 through August 1972. The preparation of the report consists of the observations and assessments of the project director. Contents of the report include a project description, program overview, project objectives, discrepancy evaluation, the school system, and the community. Discrepancy evaluation emphasizes the modification of a regular teacher training program, the effects on educational personnel, and the teacher corps as a viable model. Benefits accured, enhanced educational opportunities for children, significant changes in schools, administrators' and teachers' attitudes toward ARTTC, in-service training, and graduating corpsmen are discussed in relation to the school system. The final section presents the school-community-program relationship.

35. A National Design for the Elementary School. 1973, 18p. ED 083 200.

*Curriculum Planning; *Educational Planning; *Elementary Education; Elementary Schools; Facility Guidelines; *Teacher Education

Guidelines for early childhood education are presented. School and class size, integration, special school services, and educational tools and supplies are discussed in relation to development of an elementary education program. The need for auxiliary assistants, staff training programs, staff development, and research and evaluation is detailed as are general economic considerations. The appendixes include information concerning research and experimentation, staff growth, and operations.

Also available from: American Federation of Teachers, AFL-CIO, 1012 14th St., N.W., Washington, D.C. 20005 (Elemen. C591-1 single copy $.50, twenty-five copies $.25 each)

36. A New Adventure in Learning. 1973, 19p. ED 086 338.

Diagnostic Teaching; *Educational Environment; Educational Innovation; *Elementary School Teachers; *Language Arts; *Program Descriptions; Program Evaluation; Student Centered Curriculum; Student Teacher Relationship; *Teacher Education; Teaching Methods

This report concerns one of the Florida Elementary and Secondary Education Act Title III projects validated as innovative, cost-effective, and exportable during 1973. The project rationale is that, through training, K-3 teachers may become adept at individually diagnosing specific language arts behaviors for all children in their classrooms and may learn to provide an appropriate variety of child-oriented learning tasks. The information contained in this report has been excised from the project's validation report and is composed of (1) an abstract featuring the focus of the project, the objectives, the activities, the evaluation, and the findings; (2) a summary of the project for exportability featuring an introduction, the context of the program, a program description, a cost-effectiveness analysis, and a description of the evaluation procedures; and (3) the conclusions and recommendations of the four-member, out-of-state validation team on innovativeness, effectiveness/success, cost effectiveness, and exportability.

37. Powell, E.C. Implications of Office of Education Bureau of Research Teacher Education Project for Developing Institutions. Final Report. 1971, 135p. ED 065 478.

*Educational Development; Educational Programs; *Elementary Education; *Institutional Research; Institutional Role; Management Development; *Models; Systems Approach; *Teacher Education

The purposes of the Teacher Education Project Study at Jarvis Christian College were to investigate the relevance for small developing colleges of the new models for elementary education and to stimulate the adoption of the systems approach to institutional development in general. A 12-member Project Task Force composed of Jarvis faculty, students, and administrators began its work by meeting periodically to review the summaries of the nine models available in Spring 1969. Further activities of the Task Force included on-site visits to relevant experimental and demonstration projects, systems analysis of Jarvis, simulated experimentation in model building and cooperation with the original model builders and the consortium of southern colleges for teacher education in model refinements and/or development. The most important conclusions are a) that Jarvis Christian College purposes might be more effectively met by the adoption of systems methods in each area of the college's operation, b) that the teacher education program or "new models" program has relevance not only for departments of education but also arts and sciences and higher education, and c) that a total institutional thrust is required in the reconstruction of teacher education or any other system component. A list of recommendations, a 34-item bibliography and appendixes are included.

38. Ray, William J. The Chandler Outreach Project. A Cooperative Clinical Teaching Center. 1971, 35p. ED 067 374.

*Clinical Experience; *College School Cooperation; Elementary Education; Elementary Schools; *Field Experience Programs; *Student Teaching; *Teacher Education

The Chandler Outreach Project, developed by Arizona State University, represents a clinical teaching center concept where efforts are being made to combine curriculum development, operational research on instruction, and teacher preparation in a center setting for students in teaching. Thirty-six junior year elementary education students use four elementary schools in the Chandler school district as training stations. The training program consists of three phases. During the first phase, students carry a 15 semester hour course load. The students are observer participants in their classrooms for a 2 hour 20 minute period each morning 4 days per week. Every 5 weeks students are reassigned to different schools and different classrooms. Phase II allows students the opportunity to choose grade levels and cooperating teachers as part of their student teaching experience. Fifteen semester hours of work are required. In addition to communications and reading the student will also teach mathematics and social studies. Phase III is tentative and its realization is contingent upon funds being made available.

This phase involves the students as seniors acting as paid interns. Evaluation procedures and contributions of the project to teacher education are listed. Appendixes include evaluation forms, observation data, and verbal lesson strategy.

39. S-Tap Program in Elementary Education. 1972 13p. ED 066 428.

*Clinical Experience; Curriculum Development; Education Majors; Elementary Education; *Teacher Education; *Teacher Role; *Teaching Methods; *Teaching Programs

In September 1971, Concordia College in Minnesota developed the Self-Teacher Actualization Program (S-Tap). This program enabled junior year elementary education majors to be involved daily with the teaching of children through clinical experiences in the public schools in five curriculum areas (reading, language arts, social studies, math, and science) current with his study of the teaching role. Traditional methods courses are replaced with over 300 learning modules which constitute the inquiry library accompanying the student's clinical experiences. The student initiates his own inquires. The resources available for directing these inquires include (A) a faculty facilitator for each student, (B) materials in the S-Tap and curriculum library, (C) a microteaching laboratory, (D) selected faculty in other departments, and (E) the clinical experiences and the cooperating public school teacher. Three types of learning modules are available: A) strongly recommended, B) elective, and C) student created. Modules are available in the curriculum areas covered during clinical experiences. Additional curriculum areas include audio-visual aids, tests and measurements, children's literature, philosophy, ethics, inner-city teaching, classroom organization, and patterns for learning. A special emphasis is placed on modules in human relations with intensive development of self and relationships with others.

40. Slavin, Jill A.; Tidrick, Thomas H. Home-School-Community Systems for Child Development. Final Report. 1973 451p. ED 085 610

*Child Development; *Elementary School Curriculum; *Mental Health Programs; Parent Student Relationship; Parent Teacher Cooperation; Program Descriptions; Research Projects; *School Community Programs; Student Teacher Relationship; *Teacher Education

This project was implemented in response to an increasing need for a preventative approach to mental health problems in elementary school children. The major purposes of the study were to develop a package of affective educational materials; train classroom teachers in the philosophies and techniques of the program; and implement and evaluate the programs in the schools involving children, their parents, and community resources. Subjects included 677 elementary school children, in kindergarten through fourth grades, from three socioeconomic groups who were divided into experimental and control groups. Data for the study was collected by several standardized self-report instruments, teacher and parent questionnaires, and on-site observations of the subjects. Conclusions were as follows: (1) the program can provide significant and positive changes in knowledge of the principals of social causaility; (2) social behavior in the classroom can be significantly improved through the program; (3) the program has a tendency to produce positive changes in female pupils, and no change or negative changes in male pupils; (4) subjects in the low socioeconomic group exhibited lower pretest scores than did the high socioeconomic subjects and significantly greater posttest changes than did the control group; (5) parents need to be educated on the philosophies of the program to make it successful.

41. SODIA: A New Model Elementary Teacher Education Program. 1973 118p. ED 086 713

Child Development; *Elementary Education; *Field Experience Programs; *Interdisciplinary Approach; *Performance Based Teacher Education; Self Concept

The SODIA program is the 1974 Distinguished Achievement Awards entry from the Elementary Education Department at Utah State University. (SODIA stands for the five levels that students progress through during their 4-year undergraduate program: Self, Others, Disciplines, Implementation, and Associate teachers.) The program is designed to prepare teachers with special skills and competencies in five areas: a) working with children of wide variability in the regular classroom, b) preparing children for the world of work, c) improving a child's self-concept, d) improving the community, and e) learning. SODIA is performance based and field centered, and it utilizes portal schools as partners in the program. The program is also interdisciplinary and interdepartmental. The appendixes present

program materials used by the students a) to practice their teaching skills, b) to work with students in the portal schools, and c) to decide if the teaching profession is right for them.

42. Soles, Stanley. Final Report of the Evaluation of the 1970-1971 Auxiliary Educational Career Unit, ESEA Title I. 1971 78p. ED 066 524

Career Change; Career Ladders; Compensatory Education Programs; *Institutes (Training Programs); *Paraprofessional-School Personnel; *Program Evaluation; School Aides; Supervisory Training; Teacher Aides; *Teacher Education; Technical Assistance; Vocational Development

The objectives of the Auxiliary Educational Career Unit, funded under Title I of the 1965 Elementary Secondary Education Act, were: (1) to upgrade the basic skills of education assistants; (2) to administer and to coordinate a training program for staff trainers of paraprofessionals, educational assistants, and associates; (3) to provide practicums and seminars for 750 educational assistants in community colleges; (4) to prepare and disseminate training guides for educational assistants; (5) to provide technical assistance and consultation services to other programs utilizing paraprofessionals; and, (6) to administer the comprehensive career program for 750 paraprofessionals, including inservice training, college enrollment, and promotional opportunities. Interviews, observations analysis of records, and documents were made as part of the evaluation procedure, as well as questionnaire surveys of the educational assistants, educational associates, district training coordinators, auxiliary trainers, and others. Twenty-five of the 31 school districts of New York City supplied data from the questionnaires used in the study. A random sample of 348 educational assistants and associates were administered the questionnaire by the district training coordinators in each school district.

43. Staropoli, Charles J. A Clinical Approach to Relevancy in Education Methods Courses. 1972 5p. ED 076 583

*Clinical Experience; Curriculum; *Curriculum Design; Elementary Grades; Laboratory Schools; *Methods Courses; *Teacher Education; Teacher Experience; *Teacher Programs

In an effort to correct criticism of elementary curriculum blocks, the University of Delaware introduced the concept of graduate clinical responsibilities. This concept was divided into three levels: observation/participation, planning and implementing limited instructional units with emphasis on team teaching, and extended student teaching. The elementary methods block for junior year was designed to supplement Level II of the clinical program with the main objective of coordinating the content and clinical experiences in the eight required methods courses.

44. (The Teacher Education Program at Mars Hill College.) 1971 98p. ED 072 035.

Elementary Education; *Internship Programs; Methods Courses; *Preservice Education; Self Contained Classrooms; *Student Teaching; *Teacher Education Curriculum; Teaching Programs; Team Teaching; *Tutorial Programs

This paper reported the development of the elementary teacher education program at Mars Hill College from 1968 through 1972. The objetives of the program included giving students a full year of exposure to teaching so they could judge their suitability for the profession; making courses more meaningful through integration of theory and practice; allowing public school personnel more involvement in teacher education; making the elementary education program more selective; and providing public school teachers inexpensive help in the classroom. These objectives were achieved throuh a junior year internship program, a tutorial program, and an Upward Bound Program. A month to month development of each program was given. The program description focused on the internship program which operated in two schools, the Burton Grove School and the Glen Arden School. The interns were assigned to self-contained classrooms at Burton Gove and to teams at Glen Arden. All students received course credit for the internship and the curriculum was adjusted to enable students to graduate within 4 years. The budget was included in the report along with procedures for evlauation of the program. Appendixes with background information on the Program form the major part of the document.

45. Walder, Leopold O. The Training Center for Open-Space Schools at the Carver Elementary School, October 30-December 12, 1972. ESEA Title III Project, Cycle V. Final Evaluation Report. 1973, 28p. ED 084 711

*Educational Programs; Elementary Schools; Evaluation Techniques; *Open Plan Schools; *Program Evaluation; Teacher Aides; *Teacher Education; *Teaching Skills

Review of documents, formal and informal interviews, questionnaires, and observations of participants interacting with space, furniture, equipment, and materials were the main methods used to assess the correspondence between the objectives of this training cycle and its accomplishments. The participants included primarily teacher trainees and the training staff, administrators, pupils, and visitors. The cycle was conducted during the regular school year, during which time the teachers were trained in the skills necessary to the open plan classroom and the participants moved into the open space facility. Systematic followup consultation was provided in an ongoing training series. All the evidence points to the training objectives having been achieved. Recommendations to continue most of the practices and to modify some are provided.

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3. Elementary School Inservice

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Document not available from EDRS.

*Educational Technology; Elementary School Teachers; Individualized Instruction; *Individualized Reading; *Inservice Teacher Education; *Reading Programs; *Teacher Workshops; Video Tape Recordings

The development and field testing of inservice modules for teaching skills and processes inherent in an individualized reading program and proposed refinements of these modules on the field test feedback were the focus of this tudy. The Miniteaching Unit contained seven segments, each composed of a videotape and a corresponding workbook section. The field test was conducted over a 6 to 8 week period in two surburban elementary schools with intermediate grade teachers as participants. Data were gathered from three sources: (1) the workbook contained tests and questionnaires; (2) impartial observers visited classrooms where the program was in progress; and (3) each teacher kept an informal journal during the Unit. The data revealed the following strengths and weaknesses of the Unit: (1) the Videotape/Workbook design assured active participation; (2) the videotape model provided a clear demonstration of teaching techniques; (3) the Unit could be completed as each teacher's schedule allowed; (4) one weakness of the Unit was its relative inflexibility and its failure to provide for group interaction and dialogue; and (5) of major consideration is the need for trained technicians to plan and execute production details to insure high quality videotape.

2. Baty, Roger M. Inservice Training of Teachers for Cultural Awareness: A Field Experiment. 1972, 14p. ED 063 426.

*Cultural Awareness; Cultural Education; Cultural Factors; Cultural Isolation; Culture Conflict; Curriculum Development; *Curriculum Evaluation; Elementary School Teachers; *Experimental Curriculum; *Inservice Teacher Education; Student Teacher Relationship; Teacher Background; *Teacher Education Curriculum; Teacher Workshops

This paper reports an attempt at re-education for mono-cultural teachers conducted in the Palo Alto-San Jose area of northern California in 1968-69. The program ultimately involved three elementary school districts and provided cultural awareness education for more than 90 teachers. In addition there were a number of administrators, special services personnel, as well as school board members who received the training. Potential participants were contacted during the summer. Using the information contained on the application form, the 113 responding teachers were matched according to years of teaching experience, previous contact with disadvantaged children, and school district. They were then randomly allocated to two courses, one which was to begin in September and the other in January. With few exceptions, the teachers were willing to take the course at the time determined. The program itself consisted of ten three-hour evening sessions held at a local school. Each session had three parts: lecture, question-and-answer period, and the discussion groups. The research design employed was a pretest-posttest control group design with replication. The winter group served as a control for the autumn group. The second training program also provided the opportunity for replication.

3. Brown, Paul L.; Presbie, Robert J. "Accentuate the Positive." The Results of an In-Service Training Program in the Principles and Techniques of Behavior Modification in the Classroom. 1972, 19p. ED 064 635.

*Behavior Change; *Elementary Education; *Elementary Grades; Elementary School Students; *Elementary School Teachers; Inservice Courses; Inservice Education; *Inservice Teacher Education; Primary Education

The authors were asked to provide in-service training for teachers in an elementary school on an experimental basis. This was the first time the district has offered such training in a single school for faculty of that school. Twenty-two of the twenty-seven teachers at the 800 pupil elementary school in Spring Valley, New York were enrolled in an in-service training course entitled "Behavior Modification Procedures for the Elementary School Teacher." Among the pinpointed behaviors chosen by the teachers to work on were: hitting; out of seat; following instructions; starting and completing class assignments; completing homework; talking spontaneously; accuracy in arithmetic; thumbsucking; group talkout; spelling accuracy; reading speed and comprehension; and wearing glasses. By the third training session most teachers had successfully changed a behavior in the desired direction. Following nine hours of training in behavioral psychology the entire faculty of the elementary school were applying operant techniques with no further apparent need of consultation with the instructors.

4. Brown, Paul L.; Presbie, Robert J. The Conversion of a Public Elementary School to a Reinforcement-Oriented Environment with 9 Hours of In-Service Training. 1972, 6p. ED 076 477.

Affective Behavior; *Behavior Change; Behavior Patterns; Classroom Communication; Conditioned Response; Elementary Grades; *Inservice Teacher Education; Learning; *Psychology; *Reinforcement; Teacher Attitudes; Teacher Behavior; *Verbal Operant Conditioning

Following nine hours of training in behavioral psychology, the faculty members of an 800 pupil elementary school were applying operant techniques with no further apparent need of consultation with the instructors. Twenty-two teachers were enrolled in an inservice training course entitled "Behavior Modification Procedures for the Elementary School Teacher." Teachers were shown color slides illustrating actual classroom use of operant conditioning procedures, were asked to count their own verbal praise for a twenty minute period each day during the course, and were required to prepare a transparency showing daily count of pinpointed child behavior the teacher was dealing with (hitting, talking spontaneously, leaving seat, thumbsucking, etc.). As the sessions progressed, teachers began consulting and working together on group contingencies and children they instructed in common. Group discussions, positive attitudes among the teachers, visual representation of behavior change, increased praise of satisfactory behavior and teacher cooperation were the contributing factors to the success of the program.

5. The City College Workshop Center for Open Education. 1973, 16p. ED 088 862.

*Continuous Learning; Independent Study; Inservice Teacher Education; *Open Education; Program Development; *Teacher Education; *Teacher Workshops

The Workshop Center for Open Education was formed on the basis of the following factors: a) efforts to construct an alternative to traditional public schools in New York City had galvanized the interests of hundreds; b) teachers who had gotten underway through the Open Corridor program needed a place to continue their development; and c) those trying without advisory support to make first steps towards open education needed help and reinforcement. Supported by grants from U.S. Office of Education, the Ford Foundation, and the Rockefeller Brothers Fund, the workshop is a new resource for all participants in the school process-teachers, principals, supervisors, paraprofessionals, parents, and graduate/undergraduate students--in the New York

City area. The center features workshop activities ranging from demonstrations to independent work on individual projects and from single or one-time use to continuous or extended use. The facilities include the following: workshops in exploration of materials for curriculum discussions dealing with problems in class and school reorganization; publications that analyze and disseminate information; a darkroom for photography work applicable to classroom uses; a library for browsing and reference; a kitchen for cooking projects; and space for meetings, film showings, and individual or small-group consultations with staff.

6. Dell, Helen. The Effects of an Individualized Instruction Workshop and Its Related Follow-Up Program on the Attitudes and Behavior of Selected Elementary Teachers and Their Students: Final Report. 1972, 63p. ED 073 076.

Elementary Education; *Individualized Instruction; *Inservice Teacher Education; *Student Attitudes; Teacher Attitudes; *Teacher Behavior; Teacher Education; *Teacher Workshops

The effects of an individualized instruction workshop and its related follow-up program on the attitudes and behavior of selected elementary teachers and their students were discussed in this report. Participants were teachers in a four-day workshop on individualizing instruction. The workshop included training in classroom procedures, managing physical facilities, utilizing human resources, and developing techniques for encouraging students to be self-managing. Evaluation methods, questionnaires and observation indicated a favorable change in teacher behavior. The effects of the inservice program for teachers indicated little or no affect on student attitude and independent work habits. (Appendixes of related program material and a 21-item bibliography are included.)

7. Dropkin, Ruth, Ed.; Tobier, Arthur, Ed. Notes from Workshop Center for Open Education. 1973, 43p. ED 077 884.

Corridors; *Flexible Classrooms; *Inservice Teacher Education; Interior Space; *Open Education; *Open Plan Schools; Space Utilization; *Teacher Workshops

This booklet, published by the Workshop Center for Open Education, contains eight articles on open education and teacher centers. The first article, providing background information on the Workshop Center, emphasizes the need for distribution of information to teachers, administrators, paraprofessionals, and parents on open or informal education in the New York City

area. The second article deals with the teacher center as an agent of change; the third speaks of the commitment to innovation by the teacher center. The fourth and fifth articles emphasize the importance of a coordinated staff and the broadened scope of responsibility of the teacher center. The sixth article presents changes in the primary schools which would necessitate changes in the roles of teachers. The seventh article contains notes from the advisor to a second-grade classroom in an open corridor school. The final article presents the parent's view of the open corridor design. Included in the booklet are a list of Workshop Center publications.

8. Johnson, Conrad; Weber, Robert D. Training Elementary Education and Special Education Teachers in the Use of Tools and Materials with Children. EPDA Final Report. 1972, 90p. ED 084 267.

*Elementary Education;*Elementary School Teachers; *Special Education; *Teacher Workshops; *Workshops

Three workshops are described which are designed to allow the elementary teacher to gain competencies in the use of hand tools and the design and implementation of class programs oriented around workshop activities. Methods for recruitment and selection of participants are presented according to priorities (first being special education teachers; last being administrators and general elementary school teachers). Evaluation methods are described, and evaluation questionnaires are included. Analyses of process evaluations (how well a strategy is working while it is in process) and product evaluations (how well project goals were accomplished) are presented. Product evaluations indicate that the major design objective of the workshops, as stated above, was accomplished.

9. Katz, Lilian G.; And Others. The Advisory Approach to Inservice Training. 1973, 17p. ED 083 158.

*Elementary School Teachers; *Inservice Teacher Education; Program Effectiveness; Teacher Attitudes; *Teacher Guidance; Teacher Supervision

This report presents the highlights of a year's experience with the advisory approach to the inservice education of elementary school teachers. The term "advisory" is defined as in-service assistance to teachers that is provided only at their request, in terms of their own goals, and "in situ" rather than in formal courses; it is designed in such a way that teachers become self-reliant and independent. The report,

based largely on the advisors' field notes, answers questions about what it is like to be an advisor, what problems arise in the course of using this approach, and how an advisory system should be designed. Section headings reflect the pilot's major objectives (e.g., Advisors' Personal Problems; Reaction of Teachers).

10. Katz, Lilian G. A Pilot Study of the Advisory Approach to Inservice Training. Final Report. 1973, 33p. ED 083 190.

*Cooperating Teachers; *Inservice Teacher Education; *Supervisors; *Teacher Education; *Teacher Supervision

The evaluation of this project provides further evidence that the more traditional modes of in-service training need to be replaced with programs that provide help for teachers in their own individual classrooms. Advisors who assume roles of working in school settings over extended periods of time need to have certain qualities that will make them more effective in carrying out their task. In addition to having expertise in the form of broad backgrounds, varied experiences, and skill in demonstrating activities with children, advisors need to be honest, open, gentle, constructive, nondefensive, resourceful, and committed to their work. The advisors in this project seemed to be successful because they exhibited these qualities to teachers and because they convinced the teachers with whom they worked that they cared.

11. Lieberman, Marcus; And Others. Report on the Evaluation Workshop in the Affective Domain. July, 1970. 1970, 185p. ED 066 493.

Affective Behavior; *Behavioral Objectives; Curriculum Development; Elementary Grades; *Evaluation Techniques; *Individualized Instruction; *Item Banks; Language Arts; Mathematics; Primary Grades; Program Evaluation; Sciences; Secondary Grades; Social Studies; *Teacher Workshops

A report on the evaluation workshop to define school objectives is presented. The three-week workshop in defining and measuring objectives in the areas of interests, attitudes and values was held at Emerson School in Elmhurst, Illinois. Some questions studied by the workshop group include the following: can interests, attitudes, and values be measured?; is there a continuum of affect, as in the cognitive domain?; are there published instruments available?; how can examiners be certain that feelings are reported honestly? Participants included

teachers from grades k-12 in mathematics, language arts, social studies, science, and foreign languages. This report is an attempt to disseminate both the information presented to the teachers and samples of the products of their efforts. Hopefully, readers of this report will be motivated to construct objectives and instruments of their own using these examples as models.

Also available from: Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 ($7.00)

12. Lutonsky, Linda, Ed. Portal Schools. Final Report. 1973, 77p. ED 082 283.

Case Studies; *College School Cooperation; Community Involvement; *Curriculum Development; *Educational Innovation; Elementary Grades; Inservice Programs; Performance Based Teacher Education; Special Education; *Teacher Centers; *Teacher Education; Teacher Qualifications; Urban Education

The Portal School concept envisions a group of schools established in school systems that work closely with a university and that desire to participate in teacher education. This monograph represents a collection of experiences shared by initial developers of the Portal School strategy--Florida State University, the University of Georgia, and Temple University--and Teacher Corps projects in Buffalo, New York; Pueblo, Colorado; and Atlanta, Georgia that have utilized the Portal School strategy. The Portal School strategy brings separate educational institutions together into a working relationship to provide reality-based and field-centered teacher education and improved learning opportunities for children. The strategy has emerged from two different conceptual sources--the competency-based teacher education models projects and the Temple-University-Philadelphia plan. The monograph serves as a final project report and is intended to provide alternative interpretations of how the Portal School strategy can be used to meet local needs. (For a related document, see ED 062 683 and ED 067 734).

Also available from: Council of the Great City Schools, 1707 "H" Street, N.W., Washington, D.C. 20006 (Free)

13. Marram, Gwen D.; And Others. The Impact of Teaming and the Visibility of Teaching on the Professionalism of Elementary School Teachers. 1972, 65p. ED 072 040.

*Elementary School Teachers; Evaluation Methods; *Inservice Teacher Education; Open Plan Schools; Participant Satisfaction; *Performance Based Teacher Education; Performance Specifications; *Student Teacher Relationship; *Teacher Evaluation; Team Teaching

A major aspect of professionalism is a desire for collegial evaluation. The data presented came from responses to a questionnaire given to 244 teachers in 15 elementary schools. This study showed that elementary school teachers had little respect for evaluations of their teaching by other teachers. The teachers had a low estimation of the value of professional knowledge, skill, and training. There was also a lack of visibility of teachers' work to each other. An increase in the visibility of work, brought about by team teaching and open schools, increased the perceived soundness of evaluations of that work. The visibility of teaching per se had an independent impact on the importance of evaluations and the desired influence of evaluations. Team teaching was also associated with greater collegial control. Among teachers who were members of teams, a higher level of visibility of teacher's work was associated with an increase in the desired influence of and importance accorded evaluation by colleagues. It was suggested that the increased use of open schools and teams may lead to a more professional organization of teaching. Fourteen tables of statistical data are presented. The appendix includes the teacher questionnaire.

14. Means, Don. Developing a Flexible Curriculum. Inservice Evaluation Report. 1971, 29p. ED 069 603.

*Educational Programs; *Elementary School Teachers; Evaluation; Evaluation Criteria; *Inservice Education; *Teacher Workshops

This report presents an evaluation of the in-service workshop for elementary teachers operated by the Clarion school district, Pennsylvania, under the 1971-72 ESEA Title III Project. Four chapters cover an overview of the program, consultants in the in-service program, in-service evaluation collection of data, and an analysis of data. Appendixes include letters to parents, in-service evaluation questionnaire, and an interview guide.

15. ModMAP (Modular Multiple Alternatives Program). Program Description 1973-1974. 1973, 6p. ED 083 257.

*Elementary School Teachers; Graduate Study; Individualized Programs; *In-service Education; Masters Degrees; *Open Education; *Performance Based Teacher Education; *Program Development; Schedule Modules

The Modular Multiple Alternatives Program (ModMaP), being developed at the University of Bridgeport, is the first competency-based, individualized graduate program in teacher education in the state of Connecticut. The program focuses on elementary teacher training and includes both master's and six-year level options. The program provides the students with alternative routes and contains provisions for the in-service education of nondegree-seeking students. The ModMap graduate program is characterized as being a) research based b) diagnostic, c)prescriptive, d) individualized, e) performance based, f) school and community oriented, g) computer managed, h) modularized, and i) clinical. A process model of MadMap, included in the report, illustrates the stages of the program from admission to final program review and graduation.

16. Murphy, D.M. Field Centered Teacher Preparation. Final Report, Cycle 5, 1970-1972. 1972, 19p. ED 070 747.

Career Opportunities; Educational Benefits; Educational Programs; Elementary Education; *Field Experience Programs; *In-service Teacher Education; Program Descriptions; *Rural Education; *School Community Relationship; Secondary Education; *Teacher Education; Teaching Models

The final report for Cycle 5 of the Alaska Rural Teacher Training Corps (ARTTC) consists of retrospective observations on the program over the period May 1970 through August 1972. The preparation of the report consists of the observations and assessments of the project director. Contents of the report include a project description, program overview, project objectives, discrepancy evaluation, the school system, and the community. Discrepancy evaluation emphasizes the modification of a regular teacher training program, the effects on educational personnel, and the teacher corps as a viable model. Benefits accured, enhanced educational opportunities for children, significant changes in schools, administrators' and teachers' attitudes toward ARTTC, in-service training, and graduating corpsmen are discussed in relation to the school system. The final section presents the school-community-program relationship.

17. Shepherd, Terry; Quisenberry, Nancy. Project Follow-Up: A Model for Developing Professional Competencies in First Year Teachers. 1972, 14p. ED 083 207.

*Elementary School Teachers; *In-service Programs; *In-service Teacher Education; *School Community Relationship

This document outlines an in-service teacher education program designed by Southern Illinois University (SIU) to benefit the first-year teacher. The following specific objectives of the project are reported: a) to provide first-year teachers with on-location, individualized assistance; b) to help teachers identify and investigate problems of teaching independently (without credit) and to offer courses as part of a continuing education program for credit; c) to provide continuous evaluation of the university's teacher education program; and d) to provide service to former SIU students and to the communities in which they work. The writers believe this project to be unique because of its involvement of the same preservice students in an ongoing in-service program.

18. Smith, William F., Ed.; And Others. Ways to Understanding. 1972, 40p. ED 074 061.

*Classroom Integration; *Elementary Education; *Inservice Teacher Education; Integration Effects; Program Descriptions; *Racial Integration; *Teacher Workshops

A one-day in-service workshop was held for elementary and middle school teachers in Jefferson Parish, Louisiana. Each workshop consisted of large-group presentations followed by small-group discussions by participants, who were divided into nine groups. Presentations concerned techniques to aid motivation among multicultural and multiracial groups, sociological implications of desegregation, and discipline and communications in desegregated schools. The small-group sessions were evaluated by the consultants while large-group sessions were evaluated by participants. (Appendixes include related program material.)

19. Smith, William F., Comp.; And Others. Ways to Understanding: A Teacher In-Service Conference Funded Through the Emergency School Assistance Program, United States Office of Education, for Priority I Teachers, March 20, 21, and 23, 1972. Educational Service Center, Jefferson Parish School System, Jefferson Parish, Louisiana. 1972, 38p. ED 072 170.

Communication (Thought Transfer); Discipline Problems; Discussion Groups; Elementary School Teachers; *Inservice Teacher Education; *Integration Effects; Integration Methods; Motivation Techniques; Program Evaluation; *School Integration; Secondary School Teachers; Student Teacher Relationship; *Teacher Workshops

The in-service workshop reported in this document was part of a staff development program for teachers in 39 elementary and middle schools in Jefferson Parish. It was funded under a grant from the United States Office of Education under provisions of the Emergency School Assistance Program. Each workshop consisted of one day of large group presentations followed by small group discussions for each group of teachers. Keynote talks included: "The program--rationale, desriptions, objectives," W.F. Smith; "Techniques to aid motivation among multi-cultural and multi-racial groups," Charlotte Brooks; "Sociological implications of desegregation," J.J. Salamone; "Discipline in desegregated schools," C. Thomas; and, "Communications in desegregated schools," Nancy Bruce. After large group sessions, participants divided into nine discussion groups; each met throughout the day with the same consultants who served as resource persons and interaction facilitators. After each large group presentation, that general session keynote speaker met with a small discussion group, in order to continue the dialogue-question session that concluded some large group sessions. Consultant small group resources personnel summarized the small group sessions, and completed an evaluation form for each session. Workshop participants, teachers and principals completed a brief participant evaluation form.

Also available from: Dr. W.F. Smith, Dept. of Elementary & Secondary Education, Louisiana State University, New Orleans, La. 70122

20. Todd, Karen Rohne Pritchett. Promoting Mental Health in the Classroom. A Handbook for Teachers. 1973, 92p. ED 084 209.

*Behavior Change; Behavior Problems; Behavior Theories; Classroom Communication; Elementary School Teachers; Group Dynamics; *Inservice Teacher Education; Instructional Materials; *Mental Health; *Mental Health Programs; Secondary School Teachers; Student Behavior; Student Teacher Relationship; Teacher Behavior; *Teacher Education; Teaching Guides

This handbook is a course of study to teach teachers at all grade levels to understand, implement, and teach to their students the causal approach to human behavior. Although the major portion of the handbook is based on the concepts of Ralph H. Ojemman's causal approach to behavior, and the curricular materials are presented to explain this approach, it is contrasted with and supplemented by the approaches of Berman, Raths, Torrance, and others. Provided are thirteen guide units designed to help teachers: 1) recognize the need for promoting mental health in the classroom; 2) understand

the causes and effects of behavior; 3) change behavior in the classroom; 4) teach students the causal approach to behavior in different curriculum areas; 5) develop curricular materials for the classroom that will promote mental health; 6) promote individualization and self-directed in learning; 7) understand group dynamics and inter-group relationships. Included in each unit are objectives, purpose statements, group activities, and suggested readings for the exercises, reading assignments and discussions.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)

21. The Usefulness of Minicourse I in the Inservice Training of Elementary Teachers. Final Report. 1972, 55p. ED 072 006.

*Elementary School Teachers; *Inservice Teacher Education; *Microteaching; *Protocol Materials; Skill Development; Teacher Education; Teacher Workshops; Teaching Quality; *Teaching Skills

Minicourse, "Effective Teaching," a program of skills development, was designed to aid inservice training of elementary teachers. Fifty-two teachers in 13 widely distributed New York schools participated in the program on a voluntary basis. Thirteen Minicourse sessions were completed according to a timetable. Each instructional sequence required 1 week for participating teams to complete. A follow-up study, during the second semester, provided materials for each participating teacher in six schools. The primary source of data was three recorded teaching episodes, 15 minutes in length, which were collected prior to the beginning of the Minicourse program, at the end of the program, and at the end of a 6-month period following the program. Results indicated that teachers' behavior changed in directions intended by the Minicourse program and that the qualitative changes were well beyond the level required for statistical significance. Appendixes of related program materials and tables are included.

22. Werner, Edwenna R.; And Others. The Minicourse as a Method for Training Teachers to Stimulate Divergent Thinking. 1972, 19p. ED 064 340.

*Comparative Analysis; *Divergent Thinking; Educational Research; Elementary School Teachers; *Evaluation Techniques; Feedback; *Inservice Teacher Education; *Microteaching; Secondary School Teachers; Statistical Analysis; Teaching Techniques

Fifty-nine inservice teachers in grades 1 through 12 took "Minicourse 20: Divergent Thinking," a course training teachers to use brainstorming to stimulate divergent thinking in students. Tapes of brainstorming sessions were made before, after, and seven weeks after the course ended. Experimental teachers improved significantly more than controls in the skills of not evaluating during brainstorming and not making unnecessary comments (e.g., repeating answers) or shaping student ideas (e.g., probing answers). They did not show improvement in the use of techniques such as categorizing to stimulate more divergent brainstorming. Teaching skills were acquired equally well by teachers who microtaught with audiotape feedback and by those who microtaught with videotape feedback. Control teachers showed no gains in teaching skills. Brainstorming responses given by students of the teachers were analyzed. Elementary students showed significantly greater gains in fluency, flexibility, and originality than the control group. The secondary sample did not improve. There were no significant differences between experimental and control groups on the Torrance Tests of Creative Thinking given before and seven weeks after the course.

23. Whitmore, Joanne R.; And Others. An Experimental In-Service Teacher Education Program for Distressed Elementary Schools. 1974, 194p. ED 087 777.

Academic Achievement; Academic Performance; Disadvantaged Schools; *Disadvantaged Youth; *Inservice Teacher Education; Positive Reinforcement; Student Attitudes; Student Behavior; *Teacher Attitudes; *Teacher Behavior

This report describes an in-service teacher education program that was implemented in a school serving students of low socioeconomic status. The program was designed to increase student achievement by increasing teacher recognition and reinforcement of student behavior. In a 5-day workshop held before the start of the school year, the researchers presented concepts of motivation; effective, nonpunitive techniques for controlling undesirable student behavior; the theory of positive reinforcement; means of preventing experiences of failure; and group and individual problem-solving skills. During the school year, the program included weekly and biweekly miniworkshops and a support system providing materials and technical assistance to participant teachers. Improving communication, gathering and transmitting information, and problem solving were the foci of the miniworkshops. Both the researchers and the participants evaluated the program at the end of the school year. Although many desirable behavior changes were observed, the goals of improving the student achievement and changing teacher and pupil

attitudes and behaviors were not met. Factors that reduced the effectiveness of the program included the expectation of failure on the part of the principal and some teachers, low personal and professional self-concepts among many teachers, and a pervasive sense of pressure and futility.

24. Wilson, Robert M.; Barnes, Marcia M. Experimental Programs in an Elementary Classroom. 1972, 9p. ED 063 585.

*Class Activities; *College Teachers; Demonstrations (Educational); *Educational Theories; *Elementary Education; *Inservice Teacher Education; Reading Skills; Self Evaluation; Student Needs

Suggested is a program in which a professor of education and an elementary school teacher would work as a team for their mutual benefit, the former suggesting theories and conducting demonstration lessons, the latter implementing and modifying theories in the classroom, with both participating in joint evaluation. Provided are five sample innovations (out of 15 currently being used in such a program), each of which includes a theory, suggestions by the professor for classroom activities to test the theory, and accounts of teacher implementation of the suggestions. Some of the theories are: (1) "children learn best when they feel accepted, loved and needed in the classroom" (This resulted in children writing about class members as the personality of the week.) (2) "children learn best when they are involved in the selection of what they are to learn and can pace their own learning" (Students selected their own spelling words and contracted to learn a given number in a week.) and (3) "children learn more when they evaluate their own performance than they do when the teacher evaluates it" (Students evaluated their independent work both in terms of effort and result.) (Appendices of individual student achievement, as well as professor, teacher and student evaluations of the project are included.)

References from Current Index to Journals in Education (CIJE)

Ellis, Charles; And Others. Career Education for Elementary School Teachers. Journal of Teacher Education, v24 n2 pp97-102 Summer 1973, EJ 081 018

Madeja, Stanley S. The CEMREL Education Program: A Report to the Field. Art Education, v 26 n6 pp10-13 Sep 1973, EJ 083 848

Sodowsky, Juanita Deffner. In-Service Nutrition Education for Elementary Teachers. Journal of Nutrition Education, v5 n2 pp139-142 Apr-Jun 1973, EJ 081 403

Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 16 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, teacher education, language and linguistics), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents. CIJE is available at libraries, or by subscription from Macmillan Information, 909 Third Avenue, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a quarterly newsletter ($2.00 - 4 issues) which reports on new programs and publications, and RIE documents of special interest. For a complete list of ERIC/ECE publications, or if you would like to subscribe to the Newsletter write: Publications Office/IREC, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801. All orders must be accompanied by check or money order, payable to the University of Illinois. Sorry, we cannot bill.

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